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ABSTRACT

The attitudes and training and/or personnel directors within the Canadian business and health-area sectors towards nontraditional education in management and health services administration are reported, based on 173 surveys to business/government and health-care institutions. Following an introduction to the study, Part Two, "Nontraditional Degree Programs in Business Management and in Health Services Administration," examines nontraditional education, education in business management, and education in health services administration. Part Three, "A Study on the Attitudes of Business and Health Care Managers towards Nontraditional Management Education," reports the purpose and methodology, results of the study, statistical tables and figures, and results of the personal interviews. Personal comments of Canadian School of Management faculty, students, and employers appear in Part Four. Part Five offers the following conclusions: (1) there is a need for nontraditional programs in health-services administration, either through the university community, or through institutions specially set up to offer continuing education for working adults; (2) more information about nontraditional management-education programs would lead to their greater acceptability in the business community; (3) there is a strong interest among business, government, and health-care employees in part-time programs of study offered in a format that is accessible to those who work full time; (4) it is important to maintain high academic standards in such programs to provide acceptable levels of education; and (5) on the whole, the acceptance of the nontraditional degree among directors of training or personnel in Ontario is favorable. Appendices include the questionnaire, a summary of the U.S. Department of Health study, and the philosophy of Canadian School of Management. (LC)

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# University Without Walls: An Alternative Approach to Management Education

George Korey and Yvonne Bogorya

with the assistance of

Morris Pistyner
Patricia Zoldos
David Bowers

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George Korey, D.Sc.Econ., L.L.M., L.L.D., C.M.C., Fellow, Royal Economic Society, Fellow, New York Academy of Sciences, Fellow, Academy of Marketing Science, President, Canadian School of Management and Northland Open University. Until October 1977, he was Executive Vice-President and Dean of Ryerson Polytechnical Institute in Toronto and President of the York-Ryerson Computing Centre. Previously, he was Vice-President, Administration and Dean of Business of Ryerson. Member of the Board of Trustees, Union Graduate School (Cincinnati, Ohio), and President, University Without Walls International Council. Member of several Boards of Directors, also Chairman of the Ontario Advisory Council on Multiculturalism, and a member of the Advisory Committee on Confederation. Korey conducted, supervised, and directed management-consulting assignments in about fifty countries in many types of industries and for several government agencies. He has been a speaker at many Canadian, U.S., and European conferences on economics, management, and marketing topics. He is listed in the *Canadian Who's Who*, *International Biographical Dictionary*, *Men of Achievement Book*, and *Who is Who in Management Consulting*.

Yvonne Bogorya, M.Phil., M.A., Ph.D., a member of American Business Communication Association and of the Association of Women Executives in Canada. Presently Director of Academic Affairs, Associate Professor, and member of the Board of Governors of the Canadian School of Management and Northland Open University. She is also a Vice-President of the Canadian Society for Comparative Study of Civilizations. Previously, Bogorya was a lecturer in business communication at Ryerson Polytechnical Institute, Management Development Institute. She is the author of *Interpersonal Communication* textbook and of many articles in the area of education and management. She conducted seminars in business communication and developed a course in research methodology for Executive M.B.A. Program, currently offered at CSM. Bogorya participated in several business research studies and consulted in the area of problem-oriented management studies.

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# I. Introduction

The main purpose of our study was to investigate the attitudes of training and/or personnel directors, within the Canadian business and health-care sectors, towards nontraditional education in management and health-services administration. In order to obtain their opinions on these alternative programs, we designed a questionnaire, and mailed one copy to each of 490 business/government and 270 health-care institutions, all located in the province of Ontario. We analyzed and interpreted the 173 returned surveys, using standard statistical methods.

A major part of this report traces the history and development of nontraditional education, from its roots in Great Britain, through its evolution in the United States and Europe, to its recent introduction in Ontario by the Canadian School of Management's health-services administration and business programs. The inclusion of this section required extensive research, so that readers of the report could become better acquainted with the objectives, methods, and achievements of nontraditional education.

The survey was statistically analyzed, and a number of significant correlations and findings were recorded. Specifically, we were looking at how acceptable the study formats and general philosophies of nontraditional, career-oriented programs are to managers in the business and health-care sectors. After the results were tabulated and appropriately analyzed, we discussed and finally drew a number of conclusions from the study. In addition, we interviewed a total of 20 (13 from health care, and 7 from business) directors of training in Toronto and have included significant observations in the section following the Discussion of Results. The results of a few questionnaires answered by telephone are also included.

In addition to the views of business and health-care managers, we have incorporated a section containing the comments of Canadian School of Management (CSM) students, faculty members, as well as employers of CSM students. We selected these comments from a collection of approximately 100 letters. The reason why we included them was that they provided feedback about the evaluation of the programs offered by CSM.

The text of the questionnaire is in Appendix I and, in Appendix II, there is a summary of a similar type of a study conducted in 1978 by the U.S. Department of Health, Education and Welfare with the assistance of the Bureau of Social Service Research: "The External Degree as a Credential: Graduate's Experiences in Employment." It is interesting to compare the acceptability of the programs in Canada and the United States.

The notes source material on nontraditional education is accumulated. However, a complete annotated bibliography is in preparation as a special research project and can be available at a later date.

# II. Nontraditional Degree Programs in Business Management and in Health-Services Administration

## *A. Nontraditional Education*

The *Random House Dictionary* defines "education" as "the act or process of imparting or acquiring particular knowledge or skills, as for a trade or profession." Nowhere in that description is there any allusion to age restrictions or set learning structures. Through the years, however, the word has become synonymous with formal training, largely geared towards full-time study by young, non-working people. Mid-career individuals, anxious to upgrade their knowledge and credentials, have traditionally comprised a "forgotten group," unable to find programs with the kinds of entrance requirements, course curricula, and timetables to suit their learning and scheduling needs. Furthermore, while part-time study at traditional university programs has provided an acceptable alternative to some adult learners, others find the curricula too restrictive, and the prospect of "beginning from scratch," despite expertise acquired through work-related experience, a sufficient deterrent to pursuing such programs. Clearly, a less traditional approach to the education of working people was in order.

The aim of nontraditional education is to reach out to those already in the workforce, and offer them a viable means of upgrading their knowledge and qualifications — in short — a second chance. Not to be confused with an educational "system" per se, nontraditional study represents "an attitude that puts the student first and the institution second, encourages diversity of individual opportunity, and de-emphasizes time and space or even course requirements in favour of competence and, where applicable, performance."[1] Robert A. DeVries and John M. Lowe of the W. K. Kellogg Foundation, see nontraditional education as an attempt to add a legitimate alternative to the existing methods. They emphasize that this "in no way suggests that 'traditional' (formal, preservice) approaches are no longer valid or appropriate, but rather that alternative approaches may be equally valid and appropriate."[2] DeVries and Lowe further state the objectives of nontraditional education as follows:

"The nontraditional movement in part attempts to address a need to restructure postsecondary education, assure relevance, deal with cost pressures, accommodate new educational technologies, challenge elitism, embrace constructive change, and improve access to degree programs."[3]

Designed to meet the needs of mid-career, working individuals, nontraditional programs were established on the philosophy that anyone, regardless of age and professional status, can learn, and should be given the opportunity to do so. The rubric of these programs holds that experience is one of the most essential components of education, and is, in fact, a vital element in bridging the gap between theoretical knowledge and practical application of specific skills. Perhaps most importantly, nontraditional schools attempt to provide an educational alternative for working people, without sacrificing quality of course material, and high standards of student selection and evaluation.

## General Features of Nontraditional Programs

— They are provided in a format that allows students to continue with their job responsibilities with classes scheduled on Saturdays and/or evenings.

— They strongly emphasize flexible curricula, tailored to student learning and scheduling needs, while maintaining high academic quality.

— They allow for the use of phased texts and programs, thus allowing each student to progress at his or her own pace.

— They are output-oriented, their educational efforts directed toward the development and maintenance of high performance standards of the professionals seeking career development under their auspices.

— Unlike correspondence courses, there is a rigorous student selection process, as well as accountability and flexibility in the delivery system.

— Examinations techniques are often similar to those of traditional university systems.

— Students living and working at a distance from the central campus can take advantage of distance education, where various media (such as T.V. and radio broadcasts) are used to deliver instruction, and/or students maintain regular written/verbal communication with faculty advisors.

— Life and work experiences, where documented and appropriately evaluated, are recognized through credit.[5]

This last feature of nontraditional programs is worthy of elaboration. The American Council on Education recognizes the abundance of learning resources available in society. This includes not only educational institutions, but also the work setting, where both formal and informal instruction abound. In addition, independent study and reading, work experiences, mass media, and social interaction enrich learning and expertise. Since educational credentials often hold significant influence over the professional, economic, and social status of the individual, the Council maintains that equivalent learning, regardless of how or where it was achieved, should be acknowledged and rewarded through credit. Such recognition is seen to have a positive influence on learning motivation, and to promote effective teaching. Presenting students with already familiar material is both frustrating to them, and wasteful of educational and human resources.[6]

## Nontraditional Education in Great Britain

Although relatively new in Canada, nontraditional postsecondary programs are not a novelty. The first known nontraditional educational format began in the fall of 1876, with the establishment of the London Society for the Extension on University Teaching (LSEUT).[7] On LSEUT, The (London) *Times* commented:

> "... this represents a germ of a movement which may ultimately extend and organize the whole of higher education of the country ... (Oxford and Cambridge) were regarded as overgrown and almost obsolete corporations possessing great funds which were applied with great extravagance to the exclusive education of the aristocratic and wealthy class in this country."[8]

Designed to remove the elitism from postsecondary education in Britain, LSEUT's attraction quickly grew, with enrolment climbing from 139 in 1876, to 15,407 in 1907.[9]

In 1963, the British Labour Party, under the leadership of Harold Wilson, took the political initiative in establishing an Open University. After some preliminary investigations, the British Open University (BOU) was founded, in 1969, "as an independent institution entitled to give higher education and to issue credits and degrees."[10]

Classes finally began in January, 1971, and by 1974, BOU's offering comprised 76 courses in 6 broad disciplines: educational studies; humanities;

math; social science; science; and technology. Study time for each credit is 12 hours per week, for a total of 34 weeks, and successful completion of the 6 extensive foundation courses (occupying a minimum of 3 years) leads to a general baccalaureate degree. An honours degree requires successful completion of 8 foundation courses, or at least 4 years of study.[11]

BOU's primary objective is to raise the general educational level of people who were previously unable to further their schooling.[12] In order to achieve this, BOU has had to remove three major barriers:

1. The time factor: a full-time worker is frequently unable to study at a university;

2. The space factor: many people live at a great distance from existing universities and are thus prevented from pursuing postsecondary studies;

3. The artificial isolation: a full-time student at a British university lives entirely in an academic environment, and is therefore out of touch with working life.[13]

In order to successfully remove these barriers, it became clear that other pedagogical tools than the traditional classroom/textbook combination, be employed. As a result, correspondence education, instructional television programmes, and radio broadcasts comprise the principle teaching modes in the BOU system. In addition, tutorials and summer school sessions are offered to all those able to take advantage of these resources. As with conventional universities and colleges, BOU requires students to submit weekly assignments, many of them objective in format.[14]

One of the main concerns at BOU is to offer degree programs, equivalent to those of other universities. According to Keith Percy, a faculty member at Lancaster University's Department of Education, "the Open University is very traditional in its curriculum because it wants to be comprable to the other universities."[15]

Increasingly, there has been a reciprocal movement towards some exchange or credits between BOU and other universities in Britain—particularly the Universities of Lancaster and Sussex.[16] And as the school continues to grow, emphasis on high academic standards for its students remains a priority.

## Nontraditional Education in the U.S.—University Without Walls (UWW)

One example of a major U.S. nontraditional effort is that of the Union for

Experimenting Colleges and Universities (UECU), which in 1971 introduced the University Without Walls (UWW) concept, "a nationwide network of baccalaureate degree programs, housed on fourteen specific campuses of Union."[17] Supported by grants from the U.S. Office of Education, the Ford Foundation, and a number of local organizations, UWW offers people, unable to attend traditional university programs, an alternative way of continuing their education.

In keeping with its philosophy that knowledge gained through experience should be recognized, UWW members award credit for prior learning where documented through professional portfolios. Included in these portfolios are a résumé, an accumulation of written materials testifying to the student's learning experience, as well as competency statements. While each UWW institution utilizes a slightly different approach, there are also many similarities.

The Indiana University at South Bend (IUSB), for example, runs a UWW-like program. Along with the regular forms, applicants are requested to submit a portfolio, documenting all potentially creditable past and present activities—from volunteer work and memberships in various organizations, to hobbies, awards, publications, and military experience.[18] Upon successful completion of the required credit courses, UWW students receive an external degree, "awarded to an individual on the basis of some program of preparation . . . which is not centred on traditional patterns of residential collegiate or university study."[19]

Established to serve the educational needs of both rural and local residents, UWW also offers a "study at a distance" option. Here, strong emphasis is placed on self-study, and assignments are regularly mailed in to the instructors.

## Education through Broadcasting

One of the interesting features of the British Open University is its use of the television medium in teaching. This idea has found favour in a number of European countries. In France, transmission of university level courses via television was begun by Tele-CNAM in 1963. In Poland, the Polytechnika Telewizyjna, an educational program for workers, was established in 1965. Telekolleg, "a system of instruction using television, accompanying written material, and group teaching sessions,"[20] began broadcasting in 1967 in West Germany. Figure 1 offers a comparison of the various broadcast programs available in Europe.

Many American universities have begun using T.V. programmes, and in Canada, a tele-université has been established in Quebec. Tele-Université cooperates with the University of Quebec to provide instruction for the

4,500 students who are enrolled in extension courses.[21] Many of its "essential characteristics bear a close resemblance to the British Open University."[22]

### A Recent Development in Nontraditional Degree Education in Canada

In Canada, the most significant development in nontraditional, career-oriented higher education has been the establishment of the Canadian School of Management in 1976, which began offering regular programs in September, 1978. The school has all the features of the nontraditional approach to education, including credit-granting for work experience, studies geared to job relevancy, and a "study-at-a-distance" option for those who live too far from educational facilities. Of particular interest is the fact that the school, through its affiliation with Northland Open University, grants degrees to those students who successfully complete the programs offered in business management, or in health-services administration. These programs are described more fully below.

## *B. Education in Business Management*

In order to understand the place for the nontraditional approach in educating business managers in Canada today, it will first be necessary to examine the importance of management education to Canadian society and business, and the extent to which traditional business schools are meeting the needs of society and business for formally-trained managers.

The interest of society in well-trained managers stems from the view that there is a relationship between trained managers and a productive economy. This view has been expressed repeatedly. In 1968, the Economic Council pointed out that skilled management was required if expenditures for research and development were to lead to economic growth.[23] In 1978, the "Science Council, the Ministry of State for Science and Technology, and the Economic Council's Fifteenth Annual Review hypothesized that Canada's poor performance in productivity and international competition is due, at least in part, to lower levels of education, training, and entrepreneurial skills in both the public and private sectors."[24] In 1979, the authors of the report, *The Crisis in University Management Education and Research*, concluded:

It is becoming increasingly evident that because of the state of

> management education the Canadian economy is entering the 1980's at a severe disadvantage, . . . in a 1971 Economic Council report Dr. Von Zur-Muehlen called the relative neglect of management education and training "regrettable when preconditions for economic development in Canada depend to a large extent on the availability of highly trained managerial capabilities and know-how." The Consultative Group believes that this statement is equally applicable today . . . .[25]

There is a note of urgency in the report of the Consultative Group because in the 1980s, the Canadian economy will have to adapt to the new General Agreement on Tariffs and Trade (GATT) in which "protectionist devices" will be discarded:

> The consequent restructuring of Canadian business institutions and the required improvement in their economic behaviour will place great pressure on management. For instance, evolution of branch-plant operations under the new tariff regime will be toward significant world product mandating . . . [which] will require managers able to function on a global scale. If this management pool is not forthcoming, foreign talent will be imported, or the plants moved to the U.S. or to countries where the skills are available.[26]

In other words, there will be a need for more highly trained managers in the 1980s than ever before. If this need is not met, the approaching period of reduced tariff barriers gives cause for concern, in view of the fact that the economy did not do well in the more protected 1970s:

> The 70's, it is clear, was a decade in which our lack of management capacity has been clearly displayed . . . . Low productivity, worker alienation, an unenviable record and reputation in labour relations and strikes, disastrous results in secondary manufacturing, a growing trade deficit—all those undesirable results must be laid primarily at the door of management in the private sector.[27]

In this regard, the fact that "the percentage of highly qualified manpower who hold a university degree in management and administration is less than eight percent, as identified by the Highly Qualified Manpower Survey of 1973,"[28] appears to be further corroboration of the theory that well-trained management is causally related to a productive economy.

The value of trained management has been recognized by government and business, as evidenced by their heavy hiring of business graduates. At the bachelor degree level, a survey of the 1975 Ontario graduates 18 months after graduation found a 1.3 percent unemployment level for business

graduates. This figure was lower than that for graduates from any other discipline.[29] The demand for M.B.A. graduates appears to be even stronger. Max Von Zur-Muehlen sees the high starting salaries offered to M.B.A. graduates as one of the reasons "few Canadians . . . undertake doctoral study in business . . . , an M.B.A.'s average annual starting salary is well above $20,000 as compared with the starting salary of assistant professors of $21,000 in 1978-79."[30]

Given that business and society as a whole have a need for well-educated managers, how effective are the traditional business schools in meeting this need? There is evidence to show that the schools' effectiveness has been limited. Business school shortcomings have been observed in several areas: enrolment capacity, quality of programs, instructional approach, and continuing education.

In terms of enrolment capacity, the inability of existent business schools to accept all qualified applicants is nothing new. Writing in 1970, Dr. Von Zur-Muehlen reported that the 18 M.B.A. programs in existence in Canada in 1969, had an enrolment of "more than 1400 full-time and almost 1,150 part-time M.B.A. students . . . . These 18 programs received in 1968-69 . . . about 5,000 applications."[31] In 1979, Dr. Von Zur-Muehlen observed:

> Very few management and administrative schools have been able to accept all qualified applicants. It is ironic that a demand for university education cannot be met despite the overall decline in enrollment during the last two years.[32]

Thus, business-school expansion has been restricted with the result that qualified applicants are turned away at a time when the need for educated managers is rising.

Questions have been raised, recently, on the quality of business programs. The lack of incentive for graduates to pursue doctoral studies has resulted in slow growth for the management faculty at a time when student enrolment has burgeoned. The faculty is overburdened by a student-teacher ratio of 30:1 — the university average of all disciplines is 13:1.[35] Nor is there an intrastructure of graduate students and research assistants to lighten the load, because only limited numbers in the master's level course have pursued undergraduate studies in business.[36] In an effort to lighten the load on full-time faculty, schools have adopted an approach described as follows:

> Increasingly, management schools have been forced to rely on part-time faculty . . . , the imbalance between full- and part-time instructors has become a concern for many business schools. It has been suggested in recent years that the quality of management programs suffered because of the disproportionate use of part-time faculty . . . .

> Furthermore, students frequently express dissatisfaction with part-time faculty whose teaching experience may be limited and transitory.[37]

In addition to the quality of programs, the instructional approach of the business schools has been criticized. In 1975, Professor Maxwell of the University of Toronto's Faculty of Management Studies commented on the narrowness of educational scope. He pointed out how specialization has led to a separation in the treatment "of what has become inextricably intertwined — the business-government relationship at all levels" — and how this, combined with the concentration on problem-solving for profit "fails to generate critical thinking about the 'public interest' or socially responsible corporate policies."[38] Although Western's Business School took steps in early 1980 to rectify this situation by establishing "a *compulsory* course in issues involved in the interface of business and government," it is the only traditional Canadian business school to have done so.[39] Thus, little change has occurred since Professor Maxwell's article was published in 1975, and the warning made by Professor Harnden in 1979 that increasing specialization in the business schools curriculum was one of the "primary forces operating to make business schools obsolete"[40] remains pertinent.

One of the other forces identified by Professor Harnden, as a promoter of business-school obsolescence, was the rigidity of business-school curricula in terms of course requirements, sequence, and format. This rigidity served merely to impede intellectual development.[41] Professor Harnden concludes:

> . . . the strength of business education . . . lies in a unique blend of knowledge pertaining to the behaviour of human beings with respect to one another in organizations and with respect to decision-making.
>
> . . . Our peculiar fetish for forcing students of management into more required courses, with more of an empirical one is not building on what seems to be the real strength of a business education. As a result, both the business school organizations and their product tend towards a more rapid obsolescence than should be the case.[42]

Thus, business schools are not providing students with the broad understanding of human behaviour in the commercial setting which the business world requires.

Nor are business schools meeting the needs of business for continuing education. In his background paper to the "Managing in the 1980's" Conference, Dr. Von Zur-Muehlen noted that "the demand for management education at universities continues to grow, particularly for part-time studies and for continuing education programs."[43] At the ensuing con-

ference, however, the subject of continuing education was addressed by most of the academic writers, only in passing. Professor Gasse of Laval University did treat the subject more deeply, but, nontheless, in a confined manner. While noting that the rapidly changing nature of modern society "has given rise to a new education,"[44] and that "education is no longer the exclusive monopoly of academic institutions,"[45] Professor Gasse sees this continuing education as being, in essence, the second phase of a two-phase management education, so that:

> ... school systems must provide students with a solid general background .... The employer himself will then take over the practical aspect of training ... preparing him (the individual) to perform precise tasks in a management setting.[46]

But if the academics did not stress continuing business education, the three prominent businessmen[47] at the conference, who responded to the Interim Report, did. Mr. E. Sydney Jackson in particular, the President of Manufacturers Life Insurance Company, placed heavy emphasis on the importance of continuing business education and stated a certain dissatisfaction with the prevailing academic attitudes with respect to such education:

> Many of the academics I have talked to about continuing education have tended to downgrade it to one extent or another ... feel ... that the need for continuing education will be one of the greatest requirements of the business world during the years ahead, and I sincerely hope the academic world will not let us down.
>
> Another attitude that I have found disturbing is the tendency for many academics to feel that continuing education must be done at the university by taking some sort of sabbatical from business. It seems to me that in saying this, the university is telling the outside world to conform to the academic way of life. And if that is a proper assessment of the situation, then I think the universities are facing a problem, because that just isn't a realistic attitude.[48]

A more realistic attitude to the needs of business in terms of continuing education has been demonstrated in the form of a number of programs offered in various countries. In Australia, the Department of Business Management of the Perth Technical College offers courses "leading to two university-level diplomas of a general character."

> The first of these diplomas ... is designed to supplement the experience required by middle-grade or even junior executives

> employed in business, and to improve their professional qualifications. There are no conditions for admission to these courses, which are normally spread over two years at the rate of seven hours' attendance a week.[49]

The second diploma "involves further study," but "no time-limit is set for completion of these studies, which may be spread over varying periods according to the time students have available."[50]

In France, the Paris Chamber of Commerce has offered the following program at its Centre for Further Training in Business Management since 1930:

> Candidates for admission who are selected on their record, must be between 28 and 42 years of age, hold a university or equivalent diploma and occupy a post of real responsibility in an industrial or commercial firm or in a bank. Non-graduate candidates may be admitted provided that they possess exceptionally wide business experience. The course, which is spread over a year, comprises seminars for the discussion of cases held in the evenings and on Saturday afternoons; visits to businesses; participation in a joint survey; and the writing of a final report on the completion of the course.[51]

In Canada, it is believed that an innovative approach to management education has been taken by the Canadian School of Management. Affiliated with Northland Open University, it was incorporated in 1976 and is located in Toronto. The philosophy of the school is that practising managers should have the opportunity to improve their professional qualifications while working on a full-time basis. The school further maintains that skills acquired through professional experience, management development, and other professional training should be recognized as relevant learning and accredited. In keeping with these principles, classes are offered on Saturdays or evenings, and credits are granted for documented management experience and for management-development courses and professional training. The school offers courses in the area of business management leading to a Certificate in Organization and Management, a Bachelor of Management Degree, and an Executive M.B.A. degree. There is also a combined Bachelor of Management/M.B.A. Program for those who wish to enter the M.B.A. program but do not possess a Bachelor Degree.

A number of features of the management programs offered by the Canadian School of Management are worthy of note. For both the Bachelor of Management and M.B.A. programs, there is an emphasis on integrating theory with practice, on the student relating professional knowledge gained

in the program to the actual job environment. Also, in both programs, there is an effort to maintain breadth by the inclusion of such courses as Business Policy and Planning (Bachelor level) and Business, Government, and Society (M.B.A. level) courses. Furthermore, while a student in the Bachelor Program must complete courses in eight areas and two specialization electives, the number of courses a student is required to take depends on his advanced standing and documented prior learning. This means that a student who, for instance, had many years experience in sales and marketing, would not be required to take the course in marketing. Finally, provision is made for those students who live too far from Toronto to take advantage of the tutorial sessions. If they have a sound academic background and considerable work experience, the "study at a distance" option is open to them. This option emphasises independent study and self-direction in learning and close contact with a faculty advisor in the region.

From the foregoing, it is clear the Canadian School of Management has responded to the call of business for continuing education programs. It has done so in the context of a philosophy emphazing that its students acquire academic knowledge relevant to their professional needs. In doing so, it is meeting the nation's need for highly-trained managers by upgrading the knowledge of existing managers while they continue to work full-time. Given the less than required output of graduates from the business schools, and the over-specialized education those graduates have received, it may be that the Canadian School of Management, with its nontraditional approach, has revealed the most effective way of producing the trained managers that society and business need: improve the quality of the existing, experienced managers.

## *C. Education in Health-Services Administration*

> It's never been harder to be a health care manager in Canada. At virtually every level, the resource/demand squeeze is presenting managers with apparently impossible situations. Economic realities are imposing growth limitations and even cutbacks in some areas. At the same time, new identification of health care needs as well as technological advancements are finding increasingly eloquent and vocal sponsors. In the midst of these opposing pressures sit health care managers and administrators.[52]

The delivery of quality health care in Canada is fast emerging as a primary national goal. Medical educators, professionals, and managers face the task of improving the health status of Canadians, while keeping within an increasingly restricted budget. In a time marked by economic recession,

energy crisis, rapidly-expanding technology, and complex labour issues, the role of the health manager has evolved into a highly-demanding, multi-faceted specialty. Unlike many industries, however, in which the operating manager's primary concern is the application of relevant technology, the health-services industry directly involves patients, residents, and clients and decisions taken will have a major impact on these people.[53] This dichotomy between the technocratic and humanistic elements in health-care management was highlighted by Roger M. Battistella, in 1972:

> . . . the highly subjective and qualitative composition of the health and health care compels restraint and caution in the application of quantitative measures derived from either market principles or scientific management, lest human values become distorted or lost.[54]

With all the financial, legislative, and technological factors affecting the health-care industry, it is no wonder that the administration of these services has been called by some experts, "the most difficult management assignment in modern society."[55] The challenge to all health administrators lies in successfully living within the present constraints, without sacrificing quality of care and efficiency of service.[56] Clearly, the education of effective, highly-skilled managers represents an important prerequisite to the delivery of quality health care in this country.

In mid-1972, the W. K. Kellogg Foundation, renowned for its long-standing interest in the education of health-care administrators, established the Commission on Education for Health Administrators, "to evaluate existing and proposed education for health administrators and to determine how change in educational efforts might improve the delivery of health and medical services."[57] At that time, members of the Commission developed a broad definition of health administration as follows:

> Health administration is planning, organizing, directing, controlling, coordination and evaluating the resources by which needs and demand for health and medical care and a healthful environment are fulfilled by the provision of specific services to individual clients, organizations and communities.[58]

Since then, the responsibilities of the health administrator have grown even more varied and complex. And, with increased involvement by government and community agencies, the 1980s will bring yet new challenges. In 1975, Nathan J. Stark, Vice Chancellor for Health Affairs at the University of Pittsburgh, heralded the following arena for health-services administrators in the U.S.:

— There will be improved planning, coordination, and integration of social services generally, and we will have a better understanding of the relationship of housing, income, education, and employment to health status than we do today. These fields will be less isolated from one another, and we will have improved understanding of how to develop them in concert with one another.

— There will be closer linkages, service relationships, and communications systems among health care institutions than presently.

— Principles of industrial management and organizational behaviour will be better known in the health field and applied to ongoing systems.

— Public representatives and consumer organizations will play a much larger role than presently in the design, control and evaluation of health and other social services programs. Consumers will know more and be more demanding on their own behalf.

— Rural health systems will be tied more closely to urban systems, with the latter serving as the major backup for the rural and smaller communities.

— Emergency medical services will be available throughout most of the nation and will be provided with good backup support from large urban medical care centers.

— Government will be a higher factor in financing, evaluating and establishing of service standards in the health field.

— Physicians will function in larger group settings and medical care foundations will continue to carry prestige.

— Hospital and institutional trustees will be more heavily involved than ever before in determining health policies in determining the direction of the total institution and in setting standards of care.[59]

Furthermore, Stark predicted that management in health services would become more important than ever before, and that effective health administrators would be in short supply:

Many of the current administrators will lack the experience, outlook and training to qualify for the management tasks that lie ahead in the

> new health setting .... The role of management in the health field will be redefined, enlarged and strengthened, and restructuring of the management function will occur. Professional schools of health management will respond to changes and demands in society and a new kind of health administrator will emerge.[60]

The scenario depicted by Stark in 1975 closely resembles the Canadian health-care system today. Yet, ironically, while many U.S. experts laud Canada's centralized, patient-oriented setup, educational training for health-services managers in this country is, for the most part, "behind-the-times." At present, there are only five graduate and four baccalaureate programs in health administration, as well as four major extension courses.[61] As a result, many Canadian health managers are unable to receive the kind of formal and continuing education essential to the smooth operation of our health-care system.

## Baccalaureate Health Administration Education in the U.S. and Canada

> Fortunately, the field of education for health administration is relatively young, flexible and unentrenched. It should — and can, with sufficient expenditure of effort and wise allocation of resources — use these attributes to advantage in developing educational strategies responsive to needs in the health and medical care system and more specifically in administrative practice.[62]

The 1975 report of the Commission on Education for Health Administration underlined the primary importance of providing educational programs for practising health-services administrators and managers. Emphasis was placed on structuring individual curricula to cater to administrators with varying levels of experience and differing backgrounds. The Committee called for the development of innovative, educational delivery systems with flexible course offerings, student self-direction, and self-evaluation. Furthermore, it proposed that the currently dominant focus on entry level preparations be reassessed, and that educational programs to supplement work experience be designed to extend throughout the professional careers of health administrators. These programs would offer alternative paths for integrating formal and experiential learning, for acquiring both specialist and generalist skills and background, and for obtaining formal recognition of educational achievement. The Commission recommended that innovative nontraditional programs be structured to enhance career mobility and to encourage a high degree of administrative

competence. Finally, their integration with formal graduate and undergraduate programs was strongly emphasized.[63]

Kellogg responded to the Commission by establishing the Task Force on Life-Long Learning and Nontraditional Education. Some of the issues examined by the Task Force were the following:

— The growing interest of universities in health administration;

— The relationship between hospital-administration education and existing health-management programs in public health, medical-care organization, and comprehensive health planning;

— The quality of instruction and adequacy of teaching material;

— The relationship between management and the provision of community health services;

— The preparation of teaching and research personnel.

In 1974, the Canadian College of Health Services Executives launched a study evaluating the need for baccalaureate programs in health-services administration.[65] Results of the study confirmed suspicions: Canadian health administrators were not receiving adequate training to meet the challenges of an increasingly complex, highly-volatile system. Of the college's then 1,400 members, only 17 percent held a specialized degree in health administration; 23 percent had other, usually undergraduate degrees; and approximately 40 percent held one of the two-year, non-credit-bearing extension certificates.[66] In a sample of 231 college members, 57 percent were personally interested in enrolling in a baccalaureate program in health-services administration. The college estimated a total of 6,000 health-services executives nationwide, and concluded that there would be sufficient demand for 75 students per year.[67]

The study pointed out a significant market for nontraditional, baccalaureate programs in health administration. The next step was to contact universities and explore various models of nontraditional education. This preliminary investigation resulted, in 1976, in a proposal to the W. K. Kellogg Foundation, outlining a collaborative strategy between the Canadian College of Health Services Executives and three interested universities. The project was funded, and the team, consisting of York University, the University of Saskatchewan, the Canadian School of Management/Northland Open University, and the Canadian College of Health Services Executives, began developing undergraduate health-administration programs.[68]

Rationale for the project was simple. At the time of the college study, nearly all the university degree programs were at the graduate level, emphasizing full-time, on-campus study. However, at least 40 percent of practitioners held no university degree and therefore failed to meet graduate admission criteria. Furthermore, they were unlikely to forfeit their jobs in mid-career, for a two year period of full-time study. Nor could they foresee relocating their families and social lives.[69] Clearly, baccalaureate programs in health administration, designed to permit and encourage participation by practising health-services managers, was the order of the day.

## U.S. Programs in Health-Services Administration

In the U.S., there are a handful of schools which have adopted a nontraditional approach to baccalaureate education in health-services administration. In keeping with the rubric of nontraditional instruction, the programs place heavy emphasis on scheduling classes and structuring curricula to suit the academic needs and time constraints of working practitioners. Notably successful are the programs at Concordia College in Minnesota, Governor's State University in Illinois, and the University of New Hampshire.

The Minnesota programs in Hospital Administration, begun in 1966, and in Hospital Financial Management, introduced in 1973, are both pioneers in their respective fields. Students enrolled at Concordia must meet three requirements in addition to the general college courses needed for graduation. These requirements include a major in business administration (economics, accounting, business law, business organization/hospital financial management), and a three-month-residency training period in a hospital or other health-care facility.[70]

Governor's State University (GSU), situated in Park Forest South, Illinois, is a senior level, commuter institution with flexible programs designed for students of diverse backgrounds, including older, mid-career practitioners. The baccalaureate program in Health-Services Administration consists of basic core courses, accounting for 70 percent of the upper division curriculum, and field experience/residency training, occupying the remaining 30 percent. Students at GSU are expected to work at their own pace, thus permitting them to pursue full-time employment while earning a degree.[71]

Perhaps one of the most notable of the American schools is the Health Administration and Planning program at the University of New Hampshire. Located in Durham, the program is interdisciplinary in nature, with students taking courses in many academic units of the university. As a result, majors gain a broad view of health, and develop skills in the areas of

economics, sociology, politics, and management. The program involves introductory and advanced health-administration courses, as well as field practicum, designed to provide "hands on" experience.

In addition, students develop specialized knowledge in a chosen area, such as hospitals and health-service organizations, long-term care and primary health care.

In order to make the university's B.S. in Health Administration and Planning more accessible to mid-career practitioners, an experiential degree program is offered. Funded, in part, by the Kellogg Foundation, the program awards credit for experiential learning. This aspect involves extensive competency testing, evaluating expertise by examinations, special papers, interviews, and other methods. To facilitate independent learning by those unable to interrupt their careers, innovative educational technologies are provided.[72]

## Canadian Programs in Health-Services Administration

> The main objective of all educational programs in health services administration must be to improve the quality of health care available to all Canadians through more efficient management of health services. The design of such a program has to take into account the complexity of the health care system, the actual needs for improved administration within the system, and the definition of roles and responsibilities in the delivery of health care services needed by the community.[73]

Nontraditional programs in health-services administration are not a novelty in Canada. The Canadian Hospital Association's Organization and Management Program, as well as the University of Saskatchewan's Certificate Program, have been serving hospital administrative staff for a number of years.[74] However, until Fall, 1978, the possibility for mid-career practitioners to earn a baccalaureate degree in health administration, while working full-time, was virtually nonexistent. Many individuals employed in smaller, rural communities foresaw no access to available programs, and heavy involvement in management duties precluded any possibility of degree level study. Furthermore, mid- an upper-level health-services practitioners were concerned that they would not receive credit for the knowledge they had acquired through their professional experience.

At a 1977 conference sponsored by the Kellogg Foundation, Jean Claude Martin, Executive Director of the Canadian Hospital Association expressed the need for undergraduate education in health-services administration. Stressing the urgency of this need, he suggested that health

associations and universities collaborate in establishing suitable programs. Furthermore, Martin espoused the idea of student-centred learning, where mid-career practitioners could work at levels and rates appropriate to their academic and career needs. "The ultimate results of this effort," Martin surmised, "would be well-trained health services administrators who would be prepared to manage adequately our very good but very complex health care system."[75]

The collaborative effort between the Canadian College of Health Services Executives and the universities mentioned earlier, resulted, in 1978, in the introduction of three separate programs in health-services administration.

York University's Atkinson College offers through the Department of Administrative Studies an evening study degree program in Health Administration. Students enrolled in the program follow a general three year business curriculum, followed by a fourth year specialty in Health Administration.[76]

The University of Saskatchewan, whose program is being run through the College of Commerce, utilizes a variety of extension courses, emphasizing home-study and some on-campus residency requirements.[77]

## Health Administration Education: The Canadian School of Management

> There are many skillful and experienced adults within the [health] administration system who, because of their commitment to a job, cannot attend a full-time college program but would like to upgrade their qualifications. With their needs in mind, we prepared programs related to the field of their expertise and designed to meet their educational and professional goals.[78]

In September, 1978, with the support of the W. K. Kellogg Foundation, the Canadian School of Management (CSM), an independent, non-profit institution, opened Canada's first truly nontraditional baccalaureate program in Health-Services Administration.

> I think what is definitely different and new is that the program of study is designed to allow for the full-time involvement in one's administrative career and that it is student-centred.[79]

Perhaps what is most unique and appealing to CSM students is the recognition of experiential learning. The school believes that competencies and skills gained through professional experience, independent study, and other related training should be evaluated and integrated into an indi-

vidual's educational program. In keeping with this philosophy, CSM awards credit to students whose professional portfolios and other forms of documentation indicate that they have acquired expertise in one or more disciplines required for degree completion. This recognition of prior learning and experience is seen as exerting a positive influence on student motivation and teaching effectiveness. The school maintains that teaching students what they already know is both stultifying to them and wasteful of educational and personal resources.[80] The acknowledgement of experiential learning allows eligible students to enter the program with "advanced standing" status in a total 120 credit hours (four years) requirement.

CSM's student-centred approach is further exemplified by its course structure. Appreciating the dilemma of practicing health-care managers who would like to earn their degree, the school offers a combination of tutorial session on alternate Saturdays, and independent home study. In the interim, students work on assigned material, and prepare individual projects. As with the management-degree programs, CSM's health-administration formats allow students who are unable to attend regular tutorial sessions to opt for the "study at a distance" route. Here, emphasis is placed on learning through independent study and self-direction, while maintaining close contact with faculty advisors, tutors, and other qualified professionals living or working in the area.

Convinced of the value of combining theoretical learning with practical, "hands on" experience, CSM's faculty consists of men and women who have academic qualifications and practical experience in business and health administration. Their diversity of specialization and professional experience offer insight into the vast, complex field of health-services administration. CSM views the students' own practical experience as their greatest learning tool, and encourages the integration of experiential and didactic education. A strong interplay between these two modes of instruction form the backbone of the school's teaching philosophy.

In addition to its baccalaureate degree, CSM offers certificate and diploma programs, as well as a specialized health-administration option to the regular executive M.B.A. program.

Designed to offer continuing education opportunities for practising managers and other executive-bound health-care professionals, CSM's baccalaureate degree program emphasizes the complexities and administrative needs of the Canadian health-care system. Established with the financial assistance of the Kellogg Foundation, the program's main objective is to provide a learning opportunity for practising health administrators, and to develop their competence in the area of management. In keeping with this objective, the curriculum covers four major areas of study: General Education, Introduction to Management, Introduction to Health-Care Services Administration, and Senior Health-Services Administration. These

broad subjects are presented by courses grouped into four levels, each corresponding to one full year of university study. In the fourth year, such subjects as Research Methodology, Community-Based Health Planning, Canadian Health-Care Law, and Health-Care Economics have been developed to equip managers with better skills and more knowledge to cope with the administrative problems faced by their institutions. As mentioned earlier, qualified students can gain admission with advanced-standing status, based in their documented, prior learning and experience. As a result, the student who has been, for example, personnel director in a hospital for the past several years, would not be required to take the Personnel Administration course. Furthermore, if a student lives and works too far from the Toronto-based tutorial sessions, he/she can take advantage of the "study at a distance" option, described earlier.

In summary, the Canadian School of Management, with its pragmatic approach to the education of health-services administrators, is responding well to the continuing education needs of the health industry. By acknowledging prior learning, and by tailoring academic curricula to the professional needs of the individual student, CSM is upgrading the competency of practising health managers, while they continue to work. In so doing, the school is contributing to efficient health-care management in this country, and hopefully, to a more healthy future for all Canadians.

# III. A Study on the Attitudes of Business and Health-Care Managers towards Nontraditional Management Education

## *A. Purpose and Methodology*

The main purpose of our investigation was to determine the attitudes of training/personnel directors, within the Canadian business and health-care sectors, towards nontraditional education in management and health-services administration. Specifically, we were interested in finding out how acceptable such alternative programs are to these people. In order to obtain this information, a questionnaire was designed and mailed to training/personnel directors in 490 business/government and 270 health-care institutions, all located in Ontario.

Only those business/government organizations having at least 150 employees, were included in the survey. Health-care institutions were selected at random.

The questionnaire, which contained 20 questions (see Appendix) was organized into three parts. The first consisted of questions about the types of programs currently used by personnel from the business/government and health-care sectors. A degree of familiarity with nontraditional programs was also measured.

In the second part, a Likert scale was used to determine a degree of acceptability of the various instructional methods, study formats, and approaches to management education used by nontraditional programs.

In the final group of questions, respondents were asked to indicate what they perceive to be the most important barriers to adult education. The acceptability of a nontraditional business/management degree was also evaluated. Here (as in the rest of the questionnaire), personal comments were invited.

In addition to the written questionnaires, 20 personal interviews were conducted with training/management directors from Toronto area business and health-care institutions. The purpose of these interviews was to further explore the attitudes of business and health-training/personnel directors

towards traditional and non-traditional management education (see pp. 64-67 for interview results).

Seven personnel directors from the business sector and five from the health-care industry answered the questionnaire by telephone. For these telephone responses, a reduced questionnaire format was used in order to keep the time spent on the telephone within manageable limits. This reduction was achieved by omitting questions 4, 9, 10a, 10e, 10i, 10j, 16e, 16g, and 17e.

Of the 760 questionnaires mailed out, 173 (22.8 percent) were returned before the four week deadline. Late responses were not included in the analysis. The response rate by businesses was 19 percent, with 93 of 490 businesses replying. In the health-care sector, the response rate was somewhat greater, with 80 of 270 institutions (29.6 percent) replying.

A statistical plan was drawn up, with the following features:

— Percentage breakdown for all questions;

— Correlations between certain questions;

— Graphical representation of certain numerical results.

Standard statistical methods were used in the interpretation and final analysis of the data.

## *B. Results of the Study*

One of the major findings of the survey is that both businesses and health-care institutions are receptive to new approaches in management education. Most respondents from both sectors agree with the general principles of nontraditional education (Tables 5A and 5B). Among these principles are: granting credit for management work experience; scheduling classes during non-working hours; and formulating a "study at a distance" option for students residing far from the program centres. In fact, the majority of respondents perceive time, distance, and class-scheduling constraints to be the most important barriers to adult education. Among the least important are age and cost of study (Figure 2).

While virtually all respondents have employees currently enrolled in educational programs, businesses appear to be more inclined to provide financial support than their health-industry counterparts. This tendency is illustrated in Tables 2A and 2B, which show that more businesses (52.2

percent) than health-care institutions (30 percent) pay tuition fees in full for their employees. However, all those who do provide financial support consider their investment worthwhile (Tables 2A and 2B). Furthermore, most respondents feel that learning while working full-time is both a valuable experience and necessary for professional development (Tables 9A and 9B). They also tend to favour management education programs that combine theory with practice (Tables 6A and 6B).

A degree of familiarity with nontraditional institutions seems to be an important factor in the acceptability of their programs. While only 51.1 percent of businesses and 68.8 percent of health-care institutions know of at least one nontraditional program (Tables 3A and 3B), the vast majority of respondents (79.8 percent among businesses and 82.4 percent among health-care institutions) reacted favourably to these programs after reading the literature on nontraditional education enclosed in the survey (Tables 7A and 4B). This finding suggests that increased awareness of the structures and philosophies of alternative educational programs may lead to their greater acceptability in the business and health-care sectors. Interestingly, however, while reponses from health-care representatives suggest a positive relationship between familiarity with nontraditional institutions and satisfaction with available programs of study, this was not the case among replying businesses (Table 10A and 10B).

One comment frequently made by respondents is that nontraditional institutions must maintain high academic standards in order to increase the credibility of their programs. Furthermore, while most businesses (71 percent) and health-care institutions (71.3 percent) are willing to accept a nontraditional degree (Tables 11A and 11B), a number of respondents replied that they would only accept such a degree if the conferring institution enforced rigid academic standards.

Study results also suggest that training/personnel directors are not particularly biased towards either degree of non-degree programs (Tables 8A and 8B). In fact, the highest concentration of business employees, (85.7 percent) are enrolled in non-degree courses offered by industry or professional organizations, with management development programs representing the second most popular study route.

It is, moreover, significant that 40 percent of health-care institutions and 23.1 percent of businesses have employees enrolled in nontraditional degree programs. The majority of respondents from both sectors (61.1 percent among businesses and 69.6 percent among health-care institutions) favour study formats that combine tutorials with independent study (Tables 7A and 7B); evening classes being the second most preferred delivery system (50 percent among businesses and 40.5 percent among health-care institutions). In general, regular full-time day classes are considered an unfeasible

study format for working individuals interested in upgrading their qualifications (Tables 7A and 7B).

The existence of a market for nontraditional management education was further corroborated by recently compiled enrolment figures at the Canadian School of Management. When the school opened, in September, 1978, initial enrolment was 59. In September of the following year, it increased nearly threefold, to 163, and by January, 1980, enrolment stood at 197. Enrolment for September, 1980 is 260 — an increase of over 400 percent in just two years. This rapid increase of enrolment indicates that there is a significant interest in part-time programs leading towards a degree.

On September 6, 1980, the Canadian School of Management and Northland Open University had their first joint convocation, during which graduates received CSM Diploma in Health-Services Administration, twenty graduated with Northland Open University's Bachelor of Administration (Health Services) degree, four with Bachelor of Management, and one with M.B.A. degree.

## *C. Statistical Tables and Figures*

### Table 1A: Involvement of Businesses in Various Educational Programs

| Educational Program | Percentage of Businesses |
|---|---|
| University continuing education programs | 72.5 |
| College | 57.1 |
| Nontraditional education programs leading to degree | 23.1 |
| Management development programs (certificate diploma) | 73.6 |
| Courses offered by industry, professional associations, etc. | 85.7 |

### Table 1B: Involvement of Health-Care Institutions in Various Educational Programs

| Educational Program | Percentage of Health-Care Institutions |
|---|---|
| University continuing education programs | 56.3 |
| College | 41.3 |
| Nontraditional education programs leading to degree | 40.0 |
| Management development programs (Certificate diploma) | 75.0 |
| Courses offered by industry, professional associations, etc. | 62.5 |

## Table 2A: Percentage of Businesses Providing Various Levels of Financial Support for Their Enrolled Employees

| Category of Financial Support | Percentage of Businesses |
|---|---|
| Full payment of tuition fees | 52.2 |
| Partial payment of tuition fees | 27.2 |
| No financial support | 1.0 |
| Full of partial payment of tuition fees | 19.6 |
| Full or no financial support | 0.0 |
| Partial or no financial support | 0.0 |

## Table 2B: Percentage of Health-Care Institutions Providing Various Levels of Financial Support for Their Enrolled Employees

| Category of Financial Support | Percentage of Health-Care Institutions |
|---|---|
| Full payment of tuition fees | 30.0 |
| Partial payment of tuition fees | 20.0 |
| No financial support | 12.5 |
| Full or partial payment of tuition fees | 21.3 |
| Full or no financial support | 02.5 |
| Partial or no financial support | 01.3 |

## Table 3A: Percentage of Businesses Familiar with Various Nontraditional Educational Institutions

| Nontraditional Educational Institutions | Percentage of Businesses |
|---|---|
| British Open University | 19.4 |
| University Without Walls Programs, U.S.A. | 21.5 |
| Canadian School of Management Northland Open University | 40.9 |
| Tele-Université (Québec) | 08.6 |
| Other | 03.2 |

## Table 3B: Percentage of Health-Care Institutions Familiar with Various Nontraditional Educational Institutions

| Nontraditional Educational Institutions | Percentage of Health-Care Institutions |
|---|---|
| British Open University | 17.5 |
| University Without Walls Programs, U.S.A. | 16.3 |
| Canadian School of Management Northland Open University | 65.0 |
| Tele-Université (Québec) | 02.5 |
| Other | 08.8 |

Table 4A: General Reaction of Business Personnel Managers to Nontraditional Educational Programs

| Reaction | Percentage of Business Managers |
|---|---|
| Very favourable | 31.0 |
| Favourable | 48.8 |
| Uncertain | 17.9 |
| Slightly negative | 01.2 |
| Very negative | 01.2 |

Table 4B: General Reaction of Health-Care Administrators to Nontraditional Educational Programs

| Reaction | Percentage of Health-Care Administrators |
|---|---|
| Very favourable | 27.0 |
| Favourable | 55.4 |
| Uncertain | 17.6 |
| Slightly negative | 00.0 |
| Very negative | 00.0 |

## Table 5A: Percentage of Business Personnel Managers Expressing Various Levels of Agreement with some Nontraditional Education Principles

| Principle | Strongly Agree | Agree | Undecided | Disagree |
|---|---|---|---|---|
| Do you agree that: | | | | |
| The opportunity to earn a degree should be extended to persons who are unable to return to campus for full-time study? | 61.3 | 36.6 | 01.1 | 01.1 |
| College Credit should be given for appropriate work experience that can be documented? | 40.9 | 38.7 | 14.0 | 06.5 |
| Faculty should have practical work experience combined with high academic qualifications? | 59.1 | 35.5 | 07.5 | 04.3 |
| Students should be allowed to progress toward their degrees at their own pace? | 43.0 | 38.7 | 10.8 | 07.5 |
| Part-time study should be possible for the nontraditional student? | 32.3 | 52.7 | 09.7 | 05.4 |
| Classes for adults should be scheduled in locations and hours that make it possible for those who work to attend? | 57.0 | 41.9 | 01.1 | 00.0 |
| Methods that enable students to achieve a degree in a shorter period of time should be implemented as long as academic standards are maintained? | 40.9 | 49.5 | 06.5 | 03.2 |
| Such experiential activities as internships, applied management study, and work-study programs are educationally valuable? | 36.6 | 55.9 | 07.5 | 00.0 |

| | | | | |
|---|---|---|---|---|
| Students should be able to progress toward the degree in ways other than taking regular on-campus classes? | 26.9 | 49.5 | 18.3 | 05.4 |
| Faculty association with non-traditional programs offer them an opportunity to contribute to innovation in education? | 25.8 | 49.5 | 24.7 | 00.0 |
| Nontraditional programs should become an integrated part of the university's instructional system? | 25.8 | 41.9 | 25.8 | 6.5 |
| A nontraditional approach *to management education* could be the answer to business training needs? | 20.4 | 47.3 | 28.0 | 4.3 |

## Table 5B: Percentage of Health-Care Administrators Expressing Various Levels of Agreement with some Nontraditional Education Principles

| Principle | Strongly Agree | Agree | Undecided | Disagree |
|---|---|---|---|---|
| Do you agree that: | | | | |
| The opportunity to earn a degree should be extended to persons who are unable to return to campus for full-time study? | 65.0 | 33.8 | 01.3 | 00.0 |
| College credit should be given for appropriate work experience that can be documented? | 42.5 | 42.5 | 07.5 | 07.5 |
| Faculty should have practical work experience combined with high academic qualifications? | 65.0 | 31.3 | 03.8 | 00.0 |
| Students should be allowed to progress toward their degrees at their own pace? | 26.3 | 51.3 | 01.5 | 07.5 |
| Part-time study should be possible for the nontraditional student? | 37.5 | 61.3 | 01.3 | 00.0 |
| Classes for adults should be scheduled in locations and hours that make it possible for those who work to attend? | 57.5 | 40.0 | 02.5 | 00.0 |
| Methods that enable students to achieve a degree in a shorter period of time should be implemented as long as academic standards are maintained? | 33.8 | 57.5 | 07.5 | 01.3 |

| | | | | |
|---|---|---|---|---|
| Such experiential activities as internship, applied management study, and work-study programs are educationally valuable? | 37.5 | 58.8 | 03.8 | 00.0 |
| Students should be able to progress toward the degree in ways other than taking regular on-campus classes? | 25.0 | 57.5 | 15.0 | 02.5 |
| Faculty association with non-traditional programs offer them an opportunity to contribute to innovation in education? | 21.3 | 53.8 | 25.0 | 00.0 |
| Nontraditional programs should become an integrated part of the university's instructional system? | 32.5 | 41.3 | 25.0 | 01.3 |
| A nontraditional approach *to management education* could be the answer to business training needs? | 27.5 | 46.3 | 28.3 | 02.5 |

Table 6A: Attitudes of Business Personnel Managers on the Needs of Their Employees in the Area of Management Education

| Area of Need | Percentage of Managers |
|---|---|
| More management theory | 13.0 |
| Practical application of theory | 31.5 |
| A combination of theory and practice | 72.8 |
| No need to learn systematically (It is enough to have 2-3 day seminars.) | 12.0 |

Table 6B: Attitudes of Health-Care Administrators on the Needs of Their Employees in the Area of Management Education

| Area of Need | Percentage of Administrators |
|---|---|
| More management theory | 16.5 |
| Practical application of theory | 20.3 |
| A combination of theory and practice | 78.5 |
| No need to learn systematically (It is enough to have short 2-3 day seminars.) | 11.4 |

## Table 7A: Percentage of Business Personnel Managers Recommending Various Formats of Study

| Format of Study Recommended | Percentage of Managers |
|---|---|
| Full-time classes | 03.3 |
| 2-3 day seminars | 40.0 |
| Weekend tutorials | 27.8 |
| Evening classes | 50.0 |
| Independent study (correspondence) | 23.3 |
| A combination of independent study with tutorials, while working full-time | 61.1 |

## Table 7B: Percentage of Health-Care Administrators Recommending Various Formats of Study

| Format of Study Recommended | Percentage of Administrators |
|---|---|
| Full-time classes | 05.1 |
| 2-3 day seminars | 37.0 |
| Weekend tutorials | 31.6 |
| Evening classes | 40.5 |
| Independent study (correspondence) | 34.2 |
| A combination of independent study with tutorials, while working full-time | 69.6 |

## Table 8A: Percentage of Business Personnel Managers Recommending Degree, Non-Degree, or both Degree and Non-Degree Programs

| Recommend | Degree Only | Non-Degree Only | Degree and Non-Degree |
|---|---|---|---|
| | 28.4% Of these: | 25.9% Of these: | 45.7% Of these: |
| A part-time degree only | 100% | | 83.8% |
| A full-time degree only | 0 | | 05.4% |
| Full-time and part-time degrees | 0 | | 10.4 |
| Seminars only | | 14.3 | |
| Continuing education courses only | | 19.0 | |
| In-house programs only | | 09.5 | |
| Seminars and continuing education courses only | | 23.8 | |
| Seminars and in-house programs only | | 04.8 | |
| Continuing education courses and in-house programs only | | 09.5 | |
| Seminars, continuing education courses, and in-house programs | | 19.0 | |

## Table 8B: Percentage of Health-Care Administrators Recommending Degree, Non-Degree, or both Degree and Non-Degree Programs

| Recommend | Degree Only | Non-Degree Only | Degree and Non-Degree |
|---|---|---|---|
| | 35.3% Of these: | 23.5% Of these: | 41.2% Of these: |
| A part-time degree only | 83.3% | | 78.6% |
| A full-time degree only | 4.2 | | 14.3% |
| Full-time and part-time degrees | 12.5 | | 7.1 |
| Seminars only | | 0% | |
| Continuing education courses only | | 37.5 | 35.7 |
| In-house programs only | | 12.5 | 7.1 |
| Seminars and continuing education courses only | | 12.5 | 10.7 |
| Seminars and in-house programs only | | 0 | 0 |
| Continuing education courses and in-house programs only | | 6.3 | 7.1 |
| Seminars, continuing education courses, and in-house programs | | 31.3 | 32.1 |

## Table 9A: Attitudes of Business Personnel Managers to Learning while Working Full-Time

| Attitude to Learning while Working Full-Time | Percentage of Business Managers |
|---|---|
| Valuable experience | 73.1 |
| Necessary for professional development | 69.9 |
| Tests your skills | 22.6 |
| Creates too many problems | 02.2 |
| Not feasible | 00.0 |

## Table 9B: Attitudes of Health-Care Administrators to Learning while Working Full-Time

| Attitude to Learning while Working Full-Time | Percentage of Health-Care Administrators |
|---|---|
| Valuable experience | 47.4 |
| Necessary for professional development | 83.3 |
| Tests your skills | 24.4 |
| Creates too many problems | 03.8 |
| Not feasible | 01.3 |

## Table 10A: Relationship between Familiarity of Businesses with Nontraditional Educational Institutions and Their Satisfaction with Available Programs of Study

| | Number of Businesses Satisfied with the Available Programs of Study | Number of Businesses Not Satisfied with the Available Programs of Study | |
|---|---|---|---|
| Number of businesses familiar with at least one nontraditional educational institution. | 26 | 19 | 45 |
| Number of businesses familiar with no nontraditional educational institutions. | 37 | 7 | 44 |
| | 63 | 26 | Total: 89 |

Of those businesses familiar with at least one nontraditional educational institution, 57.8% of them were satisfied with the available programs of study. Of those businesses familiar with no nontraditional educational institutions, 84.1% of them were satisfied with the available programs of study.

## Table 10B: Relationship between Familiarity of Health-Care Institutions with Nontraditional Educational Institutions and Their Satisfaction with Available Programs of Study

| | Number of Health-Care Institutions Satisfied with Available Programs of Study | Number of Health-Care Institutions Not Satisfied with Available Programs of Study | |
|---|---|---|---|
| Number of health-care institutions familiar with at least one non-traditional educational institution. | 35 | 18 | 53 |
| Number of health-care institutions familiar with no nontraditional educational institutions. | 13 | 11 | 24 |
| | 48 | 29 | Total: 77 |

Of those health-care institutions familiar with at least one non-traditional institution, 66% were satisfied with the available programs of study. Of those health-care institutions familiar with no nontraditional institutions, 54.2% were satisfied with the available programs of study.

## Table 11A: Relationship between the Familiarity of Businesses with the Canadian School of Management and the Acceptability of a Nontraditional Degree to Them

| | Number of Businesses That Will Accept a Traditional Degree | Number of Businesses That Are Undecided or Have Expressed Reservations | Number of Businesses That Would Not Accept Non-traditional Degree | |
|---|---|---|---|---|
| Number of Businesses familiar with the Canadian School of Management. | 27 | 11 | 2 | 40 |
| Number of businesses not familiar with the Canadian School of Management. | 39 | 8 | 6 | 53 |
| | 66 | 19 | 8 | Total: 93 |

Of those businesses familiar with the Canadian School of Management, 67.5% would accept a nontraditional degree, 27.5% were undecided or expressed reservations, 5% would not accept a nontraditional degree. Of those businesses not familiar with the Canadian School of Management, 73.6% would accept a nontraditional degree, 15.1% were undecided or expressed reservations, 11.3% would not accept a nontraditional degree.

## Table 11B: Relationship between the Familiarity of Health-Care Institutions with the Canadian School of Management and the Acceptability of a Nontraditional Degree to Them

| | Number of Health-Care Institutions That Will Accept a Non-traditional Degree | Number of Health-Care Institutions That Are Undecided or Have Expressed Reservations | Number of Health-Care Institutions That Would Not Accept a Nontraditional Degree | |
|---|---|---|---|---|
| Number of health-care institutions familiar with the Canadian School of Management. | 40 | 12 | 0 | 52 |
| Number of health-care institutions not familiar with the Canadian School of Management. | 17 | 6 | 5 | 28 |
| | 57 | 18 | 5 | Total: 80 |

Of those health-care institutions familiar with the Canadian School of Management, 76.9% would accept a nontraditional degree, 23.1% were undecided or expressed reservations, 0% would not accept a nontraditional degree. Of those health-care institutions not familiar with the Canadian School of Management, 60.7% would accept a nontraditional degree, 21.4% were undecided or expressed reservations, 17.9% would not accept a nontraditional degree.

Figure 1-A: Percentage of Responding Health-Care Institutions That Have Personnel in Management Education/Training (By Category of Personnel)

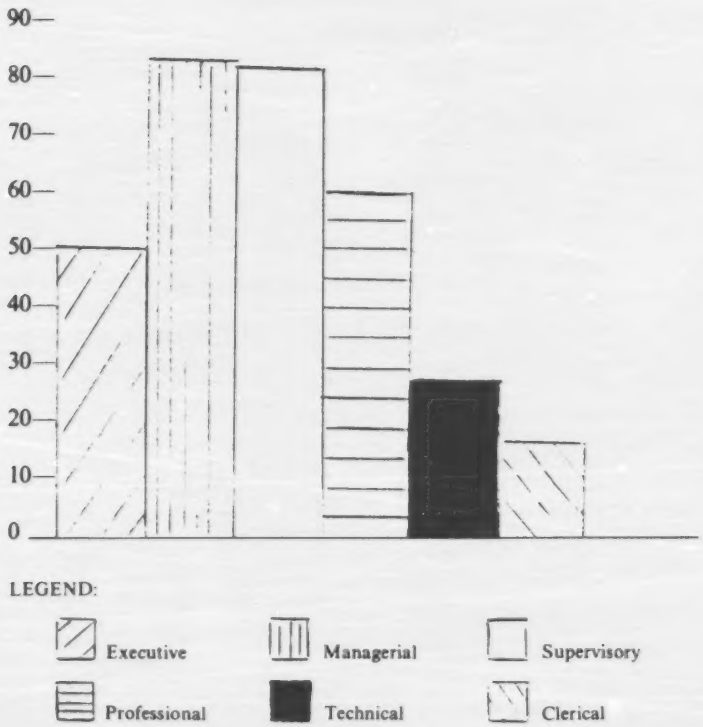


Figure 1B: Percentage of Responding Businesses That Have Personnel in Management Education/Training (By Category of Personnel)

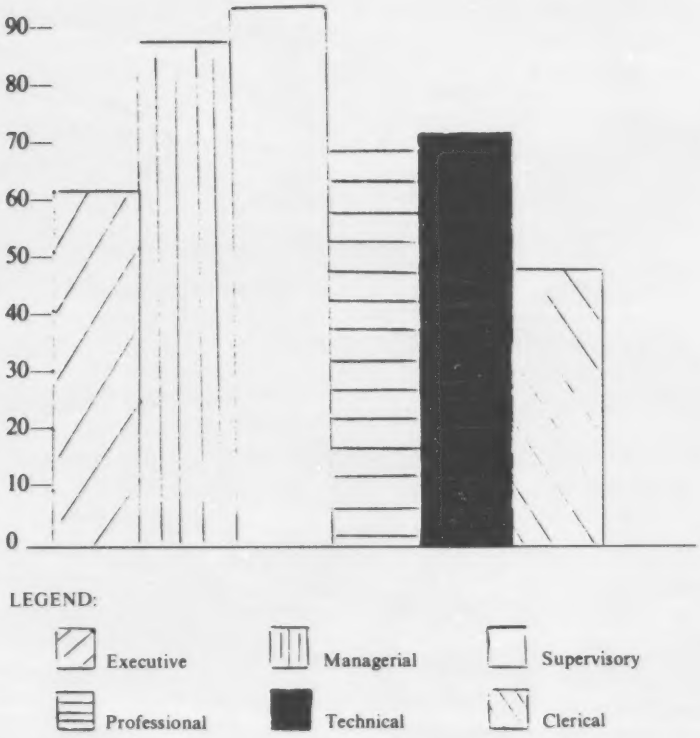
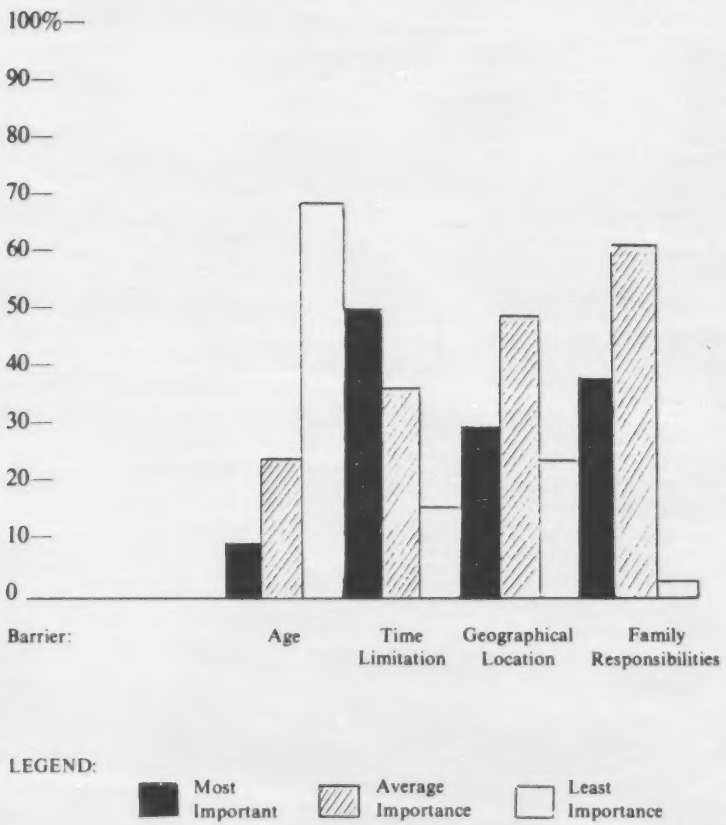


Figure 2: Barriers to Education that Adult Learners Have to Overcome — Opinion of Businesses on the



## Importance of Barriers (By Percentage of Businesses That Responded)

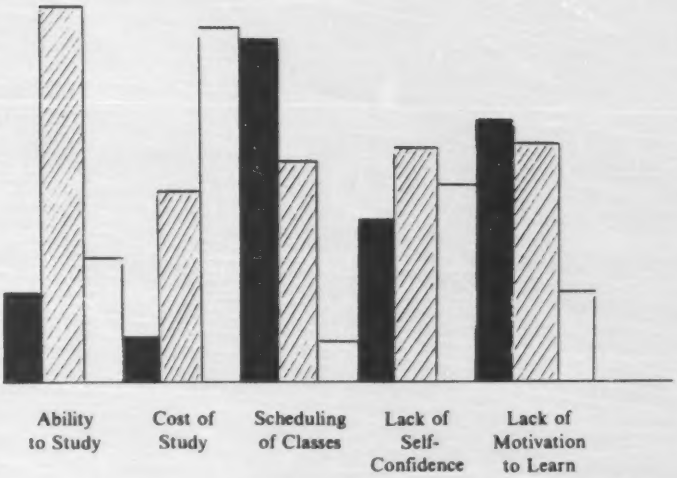
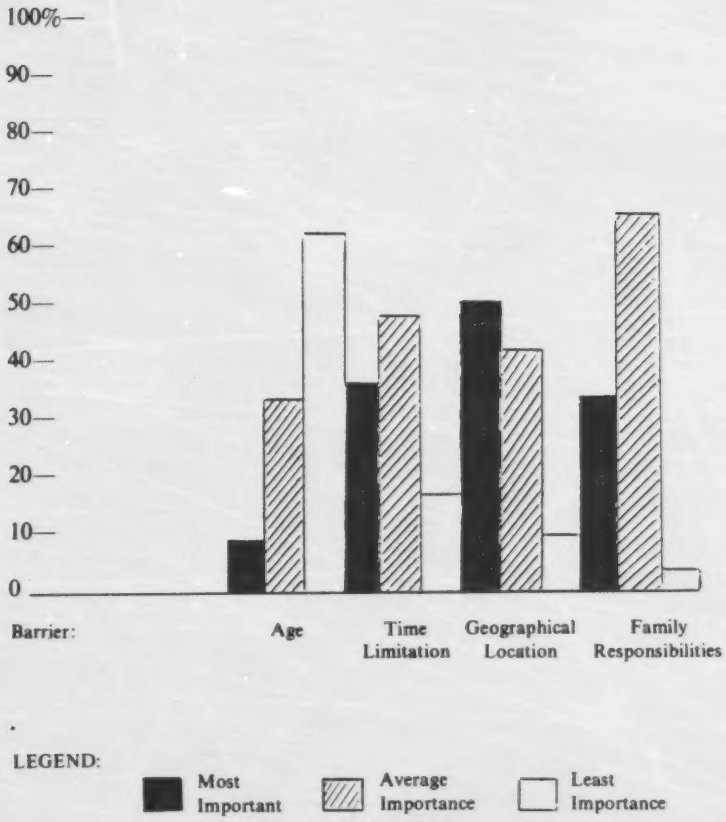
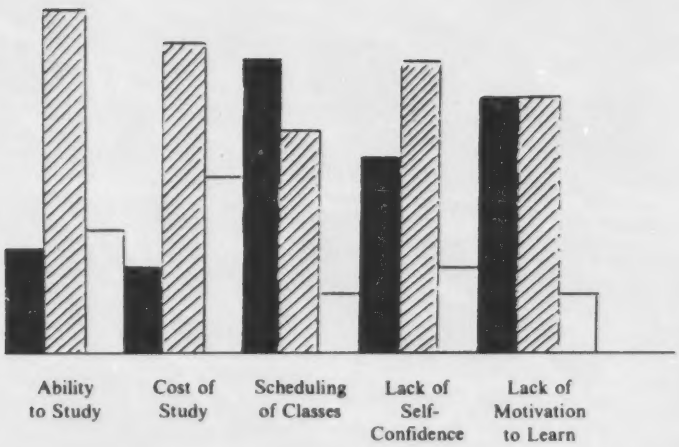


Figure 5: Barriers to Education that Adult Learners Have to Overcome — Opinion of Health-Care



Institutions on the Importance of Barriers
(By Percentage of Businesses That Responded)



## *D. Results of Personal Interviews*

The questionnaire constituted the main fact-gathering tool in the study, and the data obtained through it form the basis of this report. In addition to the use of questionnaires, 20 personal interviews were conducted with managers/administrators in the business, government, and health sectors. Although the total number of interviews is small, the replies to several questions do reveal some interesting attitudes.

Designed to elicit the views of administrators on management education, in general, and on continuing education for managers, in particular, the questions were as follows:

1. What are your thoughts concerning formal education versus practical experience?
2. What are your expectations from formal training?
3. What are your views on continuing education for practising managers?
4. What kind of continuing education program courses would you like to see?
5. What is the value of a degree, in your opinion?

### Business Interviews

Interviews were conducted with seven members of the business/government sectors who had personnel/training and development responsibilities. On the question of formal education versus practical experience (with the exception of the utility and pharmaceutical companies which require their managers to have degrees), there was a slight overall preference for practical experience, with three interviewees stating this bias. The remaining two interviewees expressed no predilection towards either mode of instruction, and, in fact, favoured the combination of the two. As one training director put it, "Practical experience and formal education are not mutually exclusive. You can't move up in the company without some of both."

As for expectations from formal training, most of the persons interviewed indicated satisfaction with the specialist training received by M.B.A. students. Two organizations, however, disagreed. While one stated a preference for graduates of more generalist programs, the other was concerned with better education in human resources management. "There's a weakness in the area of management of human resources, in business school grads. Business schools give hard, practical skills, but . . . the need is for managers of people."

All seven interviewees strongly favoured continuing education as "one

of the most critical things for industry today," and many pointed out the efforts put forth by their respective organizations in creating and/or supporting courses.

With respect to the type of continuing education programs desired, the representatives expressed differing views, particularly on the question of in-house versus university courses. There was, however, a strong general interest in practical, relevant part-time programs for practising managers. In addition, two interviewees emphasized the importance of classroom interchange among continuing education students, and an overall "participative" approach. Still another manager felt that learning should be combined with the rapid application of newly-acquired skills. Said one representative, "Ideally, [one needs] a mixture of the theoretical with the practical. People coming from business schools have a big gap in their knowledge, when they're placed in the clinical setting. Part-time studies is a far more effective approach. It brings realism into learning." A fourth interviewee strongly endorsed the concept of crediting work-related experience.

On the value of a degree in management, the general consensus was that such requirements were only indicated in highly technical positions. All but one interviewee felt that the worth of a degree was grossly overrated, and that experience and character were the primary considerations. If a degree did carry weight, it was only initially, at the hiring stage. "We promote mainly on the basis of success in the job. But a degree helps you get started. It can give you a two year head-start over those without a degree." Furthermore, only one manager considered it necessary to crown a person's continuing education efforts with a degree. For most of the interviewees, the standards and relevance of the program were important, and not the type of certification awarded upon successful completion. Said one representative, "We're not concerned about people getting a degree from continuing education. The degree itself is not that necessary . . . . The relevance of what the person has learned is important."

All but one person interviewed endorsed the concept of nontraditional management education, and felt that this type of approach was timely. "I think the demand for nontraditional education will increase greatly," said one director. Two managers stressed that courses, faculty, and students should be of high quality, and that rigid standards of student selection and evaluation should be enforced. The one interviewee who did express some reservations, did so because of his personal belief that independent study is not as effective as university classes.

## Interviews with Health-Care Managers

In the health-care sector, thirteen managers, representing eleven Toronto

institutions, were interviewed. On the question of formal education versus practical experience, all felt that a strong interplay between these two modes of instruction is critical to effective health-care management. As one administrator put it, "In health administration, there has to be some exposure to the practical, as well as a good grounding in the theory." A number of interviewees (five), however, stated that while both approaches are necessary, the more pragmatic emphasis is of greater value in the health-care field. One training director pointed out, "Practical experience is first and foremost. You can know all the theory in the world, but if you can't apply it, it's not worth anything." Another health manager surmised, "It is through the application of a skill that the skill gets locked in and truly learned."

As for the value of formal training, virtually all agreed that this type of instruction provides a sound knowledge of those principles fundamental to the management of a health-care facility. Three interviewees specifically underlined the importance of theoretical training in the areas of accounting, labour relations, economics, and management organization. On a more philosophical note, one executive director perceived the role of formal education in health administration more as a disciplinarian one, than as an academic necessity. "Formal training provides discipline—a certain way of looking at issues and organizations. It provides a broader view of the whole setup. It does provide some academic background, but you can learn that from any textbook. Getting formally educated teaches you to conceptualize."

All participants in the interviews saw continuing education as "an absolute must" for efficient health-care management. Said one assistant executive director, "There's too much change in health administration to simply rely on the basics. You have to keep abreast. You're a generalist in specialist field."

Most of the interviewees recommended that continuing education programs consist of courses relevant to the volatile needs of Canadian health-care institutions. Specifically cited were courses containing up-to-date information on government policy, budgeting, and, as mentioned earlier, labour relations. One executive criticized conventional health-administration programs, as follows, "The programs in traditional universities are not relevant to people like me. The focus has been so much on entry-level administrators. We [mid-career health managers] comprise a forgotten group."

On the value of a degree in health administration, the majority of interviewees (nine) felt that such credentialing is necessary for both effective health-care management, and upward mobility within the field: ". . . whether we like it or not, there's a great trend for people to want to become more and more educated. The competition is keener. If such educated individuals,

who have a broader perspective, are out there, why should employers hire non-educated people who might have practical experience only—people with a narrower view of the field?"

All persons interviewed endorsed the concept of a nontraditional degree program for practicing health manager. One administrator was particularly enthusiastic. "I think it's a super idea! It's a sign of the times. It builds on the principles of adult education. I say 'Let's carry on!'" Another manager speculated, "If all us people in middle and upper management would go back to traditional university programs, the health system would fall apart." Three interviewees, however, cautioned that nontraditional schools must enforce high standards of student selection and evaluation, in order to maintain credibility. According to one personnel director, "I'm in favour of the whole thing provided that the criteria are highly established and rigidly enforced."

## Questionnaire Answered by Telephone

Seven business managers and five health-care administrators answered the questionnaire by telephone. For these telephone responses, a reduced questionnaire format was used so that the time on the telephone remained within manageable limits. The reduction was achieved by omitting questions 4, 9, 10a, 10e, 10i, 10j, 16e, 16g, and 17e.

In general, the responses from the seven business managers were in line with the answers provided by the ninety-three business managers who mailed back their completed questionnaires. Similarly, the responses from the five health administrators were much like the answers provided by the eighty health administrators who replied by mail. It is recognized, however, that the small size of the telephone responses reduces their importance to such an extent that any conclusions drawn from them are speculative at best.

# IV. Personal Comments of CSM Faculty, Students, and Employers

The unique approach taken by the Canadian School of Management has found favour among students, employers, and faculty members. The following comments, extracted from letters supporting the school and its concept, give some idea of CSM's own growing popularity and acceptability, as well as that of the nontraditional educational method, in general.

## Comments from Employers of CSM Students

Attempts to introduce the required professional programs through the traditional educational institutions, have not been successful. Through the approach offered by the Canadian School of Management, individuals can correlate professional personal development with professional work activities. This type of experience results in high rewards for personal development and immediate rewards for the organization.

The Canadian School of Management fills a very serious gap in the Canadian educational system. Very many people are unable to attend a regular university when they graduate from high school. This institution gives them a second chance. The increase in knowledge and the self-discipline required for this type of education makes them valuable employees and improves their economic and social status.

. . . I am very much impressed by the program offered and by the comments received from our Personnel Director who is taking the course and finding it very beneficial in her field of management. . . . I believe it [CSM] has made excellent progress in meeting definite educational objectives in management and administration.

I am very impressed with the quality and type of education it [CSM] offers. The material is of very high quality and the faculty gives the students every possible assistance.

The aims, teaching methodology, course content, and distinguished faculty coupled with an innovative approach to education make the Canadian School of Management a leader in the field of modern education.

... the programs are fundamentally informative, intellectually provocative, pragmatically relevant and conveniently scheduled. To accomplish all this it [CSM] utilizes the talents of an eminent faculty, many of whose members have already attained distinction in their respective fields.

The evolution of this type of program is both beneficial to the Province of Ontario and the community at large.

## Comments of CSM Faculty Members

The Canadian School of Management's programs fill an academic niche in the provision of post-secondary education to many individuals who, for various reasons other than incapability, cannot participate in the traditional offerings. These men and women richly deserve the opportunity to be equally regarded, from a degree point of view, as the others who are able to attend universities.

... it has been a pleasure for me to be associated with the Canadian School of Management, as a faculty member, particularly as my colleagues bring with them highly academic training and extensive professional experience, thus enhancing this unique educational resource.

Although the School, at the moment, cannot bank on tradition as a sign of credibility, one can judge the effectiveness of its program on grounds of sound educational concepts, high calibre, and effective utilization of resources and appropriate criteria for student selection. Adherence to the above has served the Canadian School of Management well, and has already earned it a good reputation in the health care field.

The combination of advanced academic education with practical experience makes the Canadian School of Management unique in serving the needs of business and industry.

The nontraditional nature of the program in no way detracts from its effectiveness. In fact, a study has shown that 99 percent of the holders

of nontraditional degrees felt that their degree was as good as, or better than, a traditional degree.

... the nontraditional, independent study programs of the Canadian School of Management are beneficial to our health care system because an increasingly greater number of executives are hereby receiving the required additional knowledge necessary to develop and improve their managerial skills and abilities.

... the School also meets a very substantial need in providing flexibility for those mature students seeking a graduate level program in Management. In meeting such needs, individuals' competence should improve, as will their ability to enhance the effectiveness of their organizations. This, in turn, will lead to greater contributions which their organizations can make to society and the economy.

In the quality of its programs, the accessibility and flexibility of the educational opportunities, the Canadian School of Management is meeting a vital need for many students throughout Canada.

## Comments of CSM Students

For years, many of us within the health system, and our counterparts in the private sector have experienced the frustration in gaining the necessary expertise and skills required to do the job, but failing to move up in the hierarchy because of lack of academic qualifications. ... for many of us, to leave our jobs to return to school full-time would mean economic disaster to us personally and to the industry as a whole. With such approaches and programs offered by unique educational institutions such as the Canadian School of Management, we are offered the opportunity to continue working and at the same time, to raise our academic level. This, of course, is to the benefit of ourselves personally, to the health care system, and to the members of society we serve.

The opportunity to bring about a diverse group of professionals with varied backgrounds and skills, and, more particularly, experience in the real world of business, is unique and provides a wealth of opportunity for the student involved in the programs.

I offer one hundred percent support for the School's concept of an innovative and creative attitude to the educational needs of adult

professionals. . . . I have found, from experience, that the Tutorial idea, and the "At A Distance" idea place a major responsibility on the student in order for him/her to accomplish an individual task.

I am a student of the school and can vouch for the positive impact it has on the life of a professional who is trying to keep abreast with new developments. The programs are nontraditional for adult professionals, challenging their intellect and building on their past experience.

I feel that the School of Management is unique as a university and that it will prove itself a worthwile instrument in the synergy of post-secondary institutions to assure Ontario working adults a way to keep abreast in our technological age.

I have found the course material very stimulating and of immediate application in my work situations.

The Canadian School of Management offers me the opportunity to reach my goals in a nontraditional, innovative way. From my experience, I have found this School to be "exactly what I need" and I know of others, in this community, who are looking into enrollment.

I have been particularly impressed with the professional and practical administrative and organizational aspects of the school, and the calibre of faculty members. The course material of many subjects taken to date has been of an excellent standard.

The program philosophy of CSM enables the working professional to pursue a degree program. It also offers the invaluable advantage of learning from classroom interaction/ experiences with other professionals from the business world. This nontraditional, innovative approach to the educational needs of the working professional offers significant advantages over traditional university degree programs.

Both the format and content of the programs offered by the Canadian School of Management have, I feel, filled a major gap in the spectrum of educational resources available to adults. This is especially true in my profession of health administration. Prior to the Canadian School of Management's establishment, there was no means available for a hospital employee to obtain a degree in Health Administration, unless he/she resigned and went full-time to a university. Clearly, because of professional and family responsibilities, this option was not a viable

one for most people. The very high level of enrollment in the School's Health Services Administration program, does, I feel, clearly illustrate the need for this type of innovative approach to adult education.

The Canadian School of Management fulfills a need—an urgent need—by offering students a nontraditional concept of academic experience. It is an honour, a pleasure, and a responsibility of mine to support the concept . . . .

# V. Summary and Conclusions

The purpose of the study was to determine the attitudes of people within the business, industry, and health-care sectors towards alternative or nontraditional education in management and health-services administration. To measure these attitudes, a special questionnaire was mailed to a total of 490 businesses and 270 health-care institutions. Of these, 173 (93 businesses and 80 health-care institutions) replied before the designated deadline, July 14. Replies received after the deadline could not be included in this analysis. In addition to the survey, 20 personal in-depth interviews were conducted with business and health-care managers from the Toronto area. Through these methods, a number of interesting observations were made.[81]

The response by representatives of the health-care industry (29.6 percent of questionnaires returned) was considerably greater than that of businesses (19.0 percent of questionnaires returned). In general, the response by representatives from both sectors suggested an appreciable market for continuing education programs in the areas of management and health-services administration. Furthermore, after reading the literature, most of the responding businesses and health-care institutions were favourably disposed to the nontraditional approach to management and health-administration education. The majority of health-care institutions also indicated that the nontraditional model represents a highly feasible, much-needed mode of education for health-services managers. The views of representatives from the business sector, were somewhat less conclusive, but the endorsement of the concept of a nontraditional or alternative approach to career-oriented higher education was also in this sector quite significant. By comparison, a similar study done in the U.S. (Appendix 2) has shown even greater acceptability of both the concept of nontraditional education and the value of nontraditional degree.

From the information gathered in the study, the following conclusions could be drawn:

1. There is a need for nontraditional programs in health-services administration, either through the university community, or through

institutions specifically set up to offer continuing education for working adults.

2. More information about nontraditional management-education programs would lead to their greater acceptability in the business community, since 79.8 percent of responding businesses were favourably impressed after reading literature on nontraditional programs.

3. There is a strong interest among business, government, and health-care employees in part-time programs of study offered in a format that is accessible to those who work full-time. Both independent study programs and study on Saturdays are acceptable. The majority of the respondents said that full academic credit should be granted for part-time study at an educational institution.

4. It is important to maintain high academic standards in such programs to provide an acceptable level of education. Generally, directors of training and personnel base their attitudes on the quality of the programs rather than on the traditional format.

5. On the whole, the acceptance of the nontraditional degree among directors of training or personnel in Ontario is favourable.

# Notes

1 *Diversity by Design*, Report of the Commission on Nontraditional Study (San Francisco: Jossey-Bass, 1973).

2 John M. Lowe and Robert A. DeVries, "New Frontiers: Nontraditional Approaches to Education," *Hospital and Health Services Administration* (Spring 1980), p. 78.

3 *Ibid.*

4 W. K. Kellogg Foundation Task Force on Lifelong Learning and Nontraditional Education in Health Administration, Report of the Task Force, *A System for Lifelong Learning and Nontraditional Education in Health Administration* (Pittsburgh, Pa.: Univ. of Pittsburgh, Department of Health Services Administration, 1977), p. 11.

5 Michael S. Phillips, "Nontraditional Educational Programs for Health Administrators: The Canadian School of Management," paper presented at the International Conference for Systems in Health Care, Montreal, Quebec (July 1980), p. 3.

6 *Ibid.*, pp. 4-5.

7 John Burrows, *University Adult Education in London: A Century of Achievement* (London: Univ. of London, Senate House, 1976), p. 1.

8 *The Times* [London], 11 June 1875.

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[81] Since the study is relying on information obtained from a random sample of 93 businesses, we estimate with the level of confidence of 95% that the sampling information is within the error of 10%:

$$E = Zop = {}^{1\cdot 9\%}\sqrt{\frac{50 \cdot 50}{93}}$$

Our findings in this study are based on a random sample of 80 health-care institutions. With the confidence of 95% we estimate that the sample information is within the error of 11%:

$$E = Zop = {}^{1\cdot 9\%}\sqrt{\frac{50 \cdot 50}{80}}$$

# Appendix A

## The Questionnaire

CANADIAN SCHOOL OF MANAGEMENT
*Affiliated to Northland Open University*
S-425/27, OISE Building, 252 Bloor Street West,
Toronto, Ontario M5S 1V5 Tel (416) 960-3805

QUESTIONNAIRE

Non-traditional Career-Oriented Higher Education Research Project

1. What is your present position within the organization?

_____

2. Do you have employees who are currently enrolled in educational programs? If so, are they enrolled in

- ☐ University Continuing Education Programs
- ☐ College
- ☐ Non-Traditional Educational programs leading to a degree
- ☐ Management Development Programs (Certificate, Diploma)
- ☐ Courses offered by industry, professional associations etc.

3. Is the company financially assisting such employees by

- ☐ paying the tuition fees in full
- ☐ partial payment of the fees
- ☐ no financial support

4. Does your company consider such an investment worthwhile?

Yes ☐ No ☐

5. What category of personnel is involved in management education training?

| | | | |
|---|---|---|---|
| executive | ☐ | professional | ☐ |
| managerial | ☐ | technical | ☐ |
| supervisory | ☐ | clerical | ☐ |

6. Are you satisfied with the available programs of study?

Yes ☐ No ☐

7. If "not" what innovations would you suggest?

_____

_____

8. Are you familiar with non-traditional educational institutions such as

| | Yes | No |
|---|---|---|
| British Open University | _____ | _____ |
| University Without Walls Programs, U.S.A. | _____ | _____ |
| Canadian School of Management, Northland Open University | _____ | _____ |
| Télé-Université (Quebec) | _____ | _____ |

Any other _____ (please identify).

9. After reading the enclosed material about non-traditional programs, how would you assess your general reaction to these programs?

Very favourable ☐ Favourable ☐ Uncertain ☐ Slightly negative ☐ Very negative ☐

10. Do you agree that

| | Strongly Agree | Agree | Undecided | Disagree |
|---|---|---|---|---|
| (a) the opportunity to earn a degree should be extended to persons who are unable to return to campus for full-time study? | _____ | _____ | _____ | _____ |
| (b) college credit should be given for appropriate work experience that can be documented? | _____ | _____ | _____ | _____ |
| (c) Faculty should have practical work experience combined with high academic qualifications? | _____ | _____ | _____ | _____ |

10.

| | Strongly Agree | Agree | Undecided | Disagree |
|---|---|---|---|---|
| (d) student should be allowed to progress toward their degrees at their own pace? | | | | |
| (e) part-time study should be possible for the non-traditional student? | | | | |
| (f) classes for adults should be scheduled in locations and hours that make it possible for those who work to attend? | | | | |
| (g) methods that enable students to achieve a degree in a shorter period of time should be implemented as long as academic standards are maintained? | | | | |
| (h) such experiential activities as internships, applied management study, and work-study programs are educationally valuable? | | | | |
| (i) students should be able to progress toward the degree in ways other than taking regular on-campus classes? | | | | |
| (j) Faculty association with non-traditional programs offer them an opportunity to contribute to innovation in education? | | | | |
| (k) non-traditional programs should become an integrated part of the university's instructional system? | | | | |
| (l) a non-traditional approach to management education could be the answer to business training needs? | | | | |

11. How would you describe the needs of your employees in the area of management education?

- [ ] need for more management theory
- [ ] need for practical application of the theory
- [ ] a combination of theory and practice
- [ ] no need to learn systematically, (it is enough to have short 2-3 day seminars).

12. What format of study would you recommend?

- [ ] full-time classes
- [ ] 2-3 day seminars
- [ ] weekend tutorials
- [ ] evening classes
- [ ] independent study (correspondence).
- [ ] a combination of independent study with tutorials, while working full-time.

13. What program of study would you recommend to your employees in supervisory/management positions:

- [ ] Degree
  - [ ] part-time
  - [ ] full-time
- [ ] Non-degree
  - [ ] seminars
  - [ ] continuing education courses
  - [ ] in-house programs

14. Do you agree that full academic credit should be granted for part-time study at an academic institution?

Yes [ ] Not sure [ ] No [ ]

15. What is your attitude towards learning while working full-time?

valuable experience

necessary for professional development

tests your skills

creates too many problems

not feasible

16. What are, in your opinion, the most important barriers to education adult learners have to overcome?

| | Most Important | Average | Least Important |
|---|---|---|---|
| (a) age, (too old to learn) | | | |
| (b) time limitation, (no time to learn). | | | |
| (c) geographical location, (too far to attend classes). | | | |
| (d) family responsibilities | | | |
| (e) ability to study | | | |
| (f) cost of study | | | |
| (g) scheduling of classes, (difficult to attend). | | | |
| (h) lack of self confidence | | | |
| (i) lack of motivation to learn | | | |
| (j) Other, (mention). | | | |

17. Do you think the following concept might help adult learners in overcoming those barriers?

| | Yes | No |
|---|---|---|
| no age restriction for learning | ☐ | ☐ |
| flexible format, e.g. (Saturday classes). | ☐ | ☐ |
| accessibility of program (study at-a-distance). | ☐ | ☐ |
| putting emphasis on work experience and application of theory | ☐ | ☐ |
| positive attitude towards learner's abilities | ☐ | ☐ |
| stimulation by variation of learning methods (case studies, projects, student presentations), use of audio-visuals). | ☐ | ☐ |

18. As an employer would you accept a degree from a non- traditional academic institution?

Yes ☐ No ☐

19. If not, why (please comment) _____

_____

_____

20. Are you interested in receiving this report after it is completed?

Yes ☐ No ☐

Please list any other comments or recommendations:

_____

_____

_____

_____

# Appendix II

## Summary of the U.S. Department of Health Study

CHAPTER VIII

SUMMING UP
of
THE EXTERNAL DEGREE AS A CREDENTIAL:
GRADUATES' EXPERIENCES IN EMPLOYMENT
AND FURTHER STUDY

By

Carol P. Sosdian and Laure M. Sharp

Bureau of Social Science Research, Inc.

April, 1978

U.S. Department of Health, Education and Welfare
Joseph A. Califano, Jr., Secretary
NATIONAL INSTITUTE OF EDUCATION
Patricia Albjerg Graham, Director
Education and Work Group
Corinne H. Rieder, Associate Director

Washington, D. C. 20208

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## SUMMING UP

To date, only a small number of men and women have been awarded external degrees at the Associate or Bachelor's level. Although we did not study a cross-section of these degree-holders, but chose instead a carefully selected group in order to learn as much as possible about persons in various fields of study, we feel confident that some general conclusions are warranted.

External degree holders are adults who elected this study option to consolidate and supplement earlier study experiences without sacrificing commitment to work and family responsibilities. The opportunities to obtain credit for earlier academic work and to complete degree requirements without experiencing the dislocation which classroom attendance entails are the major attractions of these programs. The most innovative—and therefore most controversial—feature of some of these programs, such as credit for work or life experience, seldom influenced these graduates decisively when they chose an external degree program.

A very large proportion of these degree holders worked full-time in responsible positions at the time of enrollment, and were earning commensurate incomes. Although there is no question that they hoped to derive work-related benefits from the completion of the external degree, many of them, and especially those who sought the Bachelor's degree, were not seeking initial access to the job market. In that respect, their situation is fundamentally different from that of the "new" college graduate.

Job-related goals were by no means the only motivation which led to degree completion. The personal satisfaction of having the degree, the extent to which it resulted in higher self-esteem and increased respect from others were important factors for the great majority of college graduates, and especially for the oldest group among them. And despite the fact that most of these graduates were in their thirties or older when they obtained the degree, the great majority had plans for further study and had implemented them by the time of the survey.

To some extent, these findings came as a surprise. Before we undertook this study, we tended to believe that perhaps more than other college students, adults who enrolled in external degree programs were predominantly motivated by "practical" considerations, for example, to obtain paper credentials for work they were already doing in order to satisfy the increasing educational requirements of bureaucratic institutions. Obviously, their goals were much more diverse.

How useful was the degree in the two areas of special concern to this study, further education and work? It is clear that almost all those who sought access to higher-level academic programs were able to enroll. It is also clear that they did so in moderately selective institutions, and that the

few who sought access to more selective programs or institutions experienced some difficulties. However, one cannot conclude from this that their degree was less "acceptable" than a traditional degree, since highly selective institutions generally accept a low proportion of applicants. In the one case in which we were able to compare the experiences of traditional bachelor's degree recipients with those of graduates who held an external degree from the same institution, the admissions experience of the groups was identical in this respect.

Furthermore, given the priorities and interests of external degree holders as established in this study, it seems inappropriate to measure the acceptability of the external degree in relation to graduate or professional schools with selective admission policies. The majority of these adults wanted to pursue further studies with minimal physical and social dislocation and to enhance their knowledge and qualifications in the fields and occupation in which they are already well entrenched. Like many traditional degree holders (including the Florida comparison group for which we collected data) if they enrolled in a further degree program, they often chose to stay with the same institution. When this was the case, or if they applied to mid-range institutions, the admissions process was evidently a smooth one. Only a minority reported problems which they attributed to the nature of their Associate or Bachelor's credential.

In the world of work, the external degree yielded tangible benefits for the majority of degree holders. Women as a group profited especially, as did those who were at the lower end of the occupational spectrum prior to degree completion. The unevenness of the negotiability experience was not too surprising. Many graduates were well established in their careers when their degree was awarded, and although definite data on the relationship between education and employer hiring and promotion policies is lacking, our own pilot study of employer policies did suggest that educational credentials may be primarily important in initial job access.

At the same time, it is well worth noting that the information we developed through our pilot study about employer attitudes and behaviour pointed to considerable employer interest in the educational objectives and accomplishments of staff members. The great majority of external degree seekers had acquainted their employers with their study plans, and a sizable proportion (one-third) had received help from these employers in meeting study costs. The group of employers we surveyed felt very positive about education, not only or primarily because it might enhance the technical skills of degree holders, but because of its broader or more general impacts. Employer interest was by no means limited to the government or nonprofit sector, where we had anticipated to find much of the support for external degree programs. In fact, those graduates who were employed in the private sector were especially likely to experience job-related benefits upon degree completion.

Our study findings clearly underline the usefulness of external degrees and show that those who completed degree programs are well satisfied with their experience. Nevertheless, it would be unwise to jump to the conclusion that external degrees are an educational panacea. For one thing, our study dealt only with graduates. We know little about the experiences of adults who enrolled in external degree programs and subsequently dropped out or transferred to other institutions for the completion of their degrees. Similarly, we collected no data about those who enrolled and continued their studies, but were not degree-seekers. Although we have no basis for making the a priori assumption that nongraduates would have had more or less favorable experiences and outcomes than did graduates; questions concerning program persistence and within-level transfer opportunity remain to be addressed.

Because the focus of our study was the utility of the degree as an educational credential, we were unable to devote much attention to matters of curriculum or study content. Nevetheless, paradoxical as it may sound, we feel that the majority of these external degree programs are really less "nontraditional" than are some programs not carrying the external label. EDP program characteristics especially relevant in this sense are the options of credit for work or life experience. At least within our data set, we detected little indication that these external degree programs necessarily put more emphasis on integrating study and work experience than some conventional programs which also offer work-study or other individualized options.

It is also important to point out that the degree-completers we studied are a fairly select group—men and women with considerable prior traditional education who were relatively affluent. The programs they completed were designed for older students, for whom residence requirements and classroom attendance present major obstacles, but who are quite capable of dealing with traditional academic requirements. While the external degree option appeared to be an attractive one for motivated and well-prepared men and especially women who missed out on completing college earlier in life, we feel it is unlikely to be viable for adult degree-seekers who need to overcome serious educational deficits or who seek radical academic alternatives.

In our opinion, an appropriate next step in research would be a systematic investigation of relative advantages and disadvantages of "conventional" programs for adult students (for example, evening and extension study) as compared to external degree programs. It may well be that for many adult students the absence of classoom attendance requirements and the opportunity for obtaining full credit for earlier college work completed in other institutions together outweigh any advantages a conventional program might offer. One might also hypothesize that if

evening or extension programs constitute a minor and low-prestige activity in an institution whose priorities are elsewhere, external degree students may actually receive more attention and be academically better off than adults who attend traditional institutions. But these possible advantages must be weighed against benefits often derived from active membership in an educational community and from instruction in a classroom setting — not only in terms of learning styles, but also in terms of broader socialization and interaction opportunities — which may be just as important for adults as they are for younger students. These are all potential topics for future research.

Within the limitations and boundaries which were set for this project, we feel that the data presented provide valuable base-line information in an area where to date only anecdotal evidence and ideological rhetoric have been available to those who sought to judge the usefulness of external degree programs for students in need of new options.

Furthermore, in our opinion, it seems clear that credentialling benefits can accrue to individual external degree program graduates. On this basis, these programs should be considered as legitimate educational alternatives by prospective students, their sponsors and educators.

# Appendix III

## Philosophy of Canadian School of Management

### *STATEMENT OF PURPOSE AND THE PHILOSOPHY OF CSM/NOU*

From the point of view of adult professional men and women, education is often seen as acquisition of the art of utilization of knowledge. As such, it constitutes a vital and necessary element in the individual's life. Educational programs offered by the Canadian School of Management and Northland Open University provide an answer to the needs of mature students who already know what they wish to make of their lives, and who are looking for the best, most direct way of equipping themselves for their chosen careers.

Canadian School of Management hopes to play an essential role in the Canadian management education by:

— offering alternative, non-traditional, innovative, educational programs to adult professional individuals, based on the recognition that practical experience has a definite value and deserves credit toward the pursuit of higher professional education. The student's past and current work and experience, when documented, can be assessed for credit toward a diploma or degree;

— preparing adults, who already have considerable business and professional experience, for managerial positions in their own field through career oriented degree, diploma, or certificate programs which meet specific educational objectives within a framework of academic excellence and integrity;

— providing opportunities through seminars and intensive continuing

education courses for upgrading of professional qualifications and keeping up to date with "the state of the art" in management;

— undertaking and supporting research activities in the area of business, industry, government, and health administration.

Canadian School of Management in affiliation with Northland Open University serves people in a broad cross-section of occupations and life styles, who seek education for career preparation or for personal development. Education is seen as a life-long process related to the needs of people in different stages of their lives. It is recognized that adults who know what they wish to learn can learn effectively and quickly what they need.

CSM and NOU are committed philosophically and logically to an individualized and interdisciplinary approach to learning which offers an opportunity to integrate life and work experiences into a learner-oriented academic program.

Students do not have to experience a loss of earnings. They can remain employed and invest their free time in the pursuit of advanced studies.

CSM and NOU use adjunct professors, men and women in business, government, social services, as well as in scientific research and other academic occupations, whose experience and wisdom can be shared with their students to help them acquire related competence.

## *UNIVERSITY WITHOUT WALLS CONCEPT*

For students who cannot take advantage of the tutorial sessions but have significant work experience, the competency-based independent study management program presents a real alternative. It prepares executives in both business and public sectors to meet the challenges of an ever-changing administrative environment.

This specialized management program is called University Without Walls/ Independent Study External Degree Program (UWW/ISED) and is devoted to the development of concepts, analytical tools, and communication skills necessary for competent and responsible administration. It is designed to expand practical skills in analysis, problem-solving and decision-making, and to broaden the perspectives of executives, government officials, and other professionals. Its central focus is to provide managers with an educational experience which will permit them to improve their current and future on-the-job performance.

This program, for mature, self-directed students, is designed to meet the individual's need for skilled management of resources and is basically intended to serve those adults who have:

a) considerable managerial job experience
b) a sound academic background through participation in regular or continuing education programs of study in university or college
c) attended specialized management development programs and other non-traditional courses of study, while continuing their managerial, administrative and professional work.

UWW abandons the traditional classroom as the principal instrument of instruction. Instead it makes use of prior and current life and work experience as well as academic learning and enlarges the faculty to include knowledgeable people from outside the academic world.

Emphasis is placed on independent study and self-direction in learning, allowing students to set their educational goals and to design their own combination of courses while still maintaining close teaching/learning relationships with Faculty Advisors, Tutors, and other professionals.

Those persons who are already in the working field and have a broad range of significant practical experience but have not been able to obtain a degree through a traditional program will find the flexibility of the UWW/ISED approach a definite advantage. Practical experience in their chosen field and theoretical knowledge through faculty-guided independent study are combined. The world of life and work can thus be seen as an interdisciplinary laboratory which enables the learner to integrate values, interests, work and knowledge from many fields into a meaningful, competency-based educational program.

The University Without Walls concept has been developed in the United States by the Union for Experimenting Colleges and Universities, established in 1964 as a consortium of institutions interested in encouraging experimentation and research in higher education. It began with a founding group of ten private liberal arts colleges and since then has grown into an international institution with degree-granting authority at both the undergraduate and graduate levels. The Union today is composed of more than 30 member institutions—including Northland Open University and the Canadian School of Management (which specialize in management education)—representing a broad spectrum of North American higher education. Many Union programs, including the University Without Walls Program, embrace the philosophy that education should begin not with the

subject matter but with the learner. Our program offers participants the benefits of this learner-oriented philosophy. CSM/NOU incorporates the University Without Walls approach into all its degree programs.